DOCUMENT RESUME

ED 330 782 CE 055 329

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TITLE Analysis of Learner Progress from the First Reporting Cycle of the CALPEP Field Test. A Report to the California State Librarian.
INSTITUTION Educational Testing Service, Pasadena, CA.
SPONS AGENCY California State Library, Sacramento.
PUB DATE 15 Feb 89
NOTE 61p.; For related documents, see CE 055 330-331.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Adult Basic Education; *Adult Literacy; *Literacy Education; Participant Satisfaction; *Program Effectiveness; Program Evaluation; Reading Habits; Reading Skills; *Skill Development; *Student Improvement; Tutoring; Writing Skills
IDENTIFIERS *California Literacy Campaign

ABSTRACT

A project determined the impact of the California Literacy Campaign (CLC) on its learners. Researchers used information from two California Adult Learner Progress Evaluation Process (CALPEP) forms: Where We Started (WWS) and a Semiannual Report (SR). The study focused on new adult learners served by the CLC for the first time between July and December 1988. Reading and writing habits of adults enrolled in the program were assessed using WWS. In December, all adults who had been receiving tutoring for three or more months completed a SR, which provided follow-up data on their reading and writing activities. Initial data were received on 733 adult learners. By December, 354 had been in the program for 3 or more months and provided follow-up data on the SR; 379 did not complete SRs. The two groups were analyzed separately. Changes in reading and writing outcomes were computed for all adults with matched data. Separate analyses were conducted for those who had participated in the program for 3, 4, and 5 months. Initial data described adult learners with limited reading and writing skills. They wrote less than they read and found writing more difficult. The vast majority either maintained or improved reading and writing habits and skills. As the amount of tutoring time increased, so did the impact of the program. Gains in writing were less dramatic than gains in reading. (Instruments are appended. The document includes 16 figures, 15 tables, and 3 references.) (YLB)

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ED330782

Analysis of Learner Progress from the First Reporting Cycle of the CALPEP Field Test

A Report to the California State Librarian

February 15, 1989

Prepared By

Educational Testing Service
Pasadena, California

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Project Director

CE 055 329

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Executive Summary

Introduction. This report documents the impact of the California Literacy Campaign (CLC) on its learners. The California Adult Learner Progress Evaluation Process (CALPEP) was used as the instrument to measure learners' literacy improvement.

The results of this first use of CALPEP are indeed encouraging. The magnitude of the CLC effort is impressive and the implementation of CALPEP ran smoothly for a field test year. Data show that many learners improved in both reading and writing, and that their perceptions of their progress also improved over time.

Purpose. The study was conducted by Educational Testing Service (ETS) on behalf of the California State Library to report the results of the field test year of CALPEP. Using information from two CALPEP forms, ETS examined the impact that the California Literacy Campaign had on learners as indicated by CALPEP outcome measures.

Procedures. The study focused on new adult learners served by the CLC for the first time between July and December, 1988. As adults enrolled in the program their reading and writing habits were assessed using the CALPEP Where We Started Form. In December, all adults who had been receiving tutoring for three or more months completed a Semiannual Report, which provided follow-up data on their reading and writing activities and all other CALPEP outcome measures.

Individual CLC programs sent the Where We Started and the Semiannual Tutor report forms to ETS for analysis. Initial data were received on 733 adult learners, a surprisingly large number for a new assessment process. By December, 1988, 354 (48%) had been in the program for three or more months and provided follow-up data on the Semi-Annual Report, while 379 (52%) of the adults had received tutoring for less than three months (and did not complete Semi-Annual Report forms). These two groups were analyzed separately. Data from the Where We Started forms completed by the short-term group were used to describe the nature of the adults served by the CLC. Matched data from the long-term group were used to measure the impact of CLC tutoring. Changes in reading and writing outcomes were computed for all adults with matched data, and separate analyses were conducted for those who had participated in the program for three, four and five months. These results shed some light on the cumulative impact of tutoring over time.

Results. Initial data supplied by adult learners when they began tutoring provide a description of the population served by the CLC. In general, this group matches the picture commonly painted of adults with limited reading and writing skills. Adult learners in the program were not regular readers of everyday text, such as menus, letters, work materials, newspapers or magazines. In fact, the only item from a lengthy list that most participants read on a regular basis was street signs. Two-thirds of the adults in the program devoted an hour or less to reading each week outside of the time they spent in the tutoring session, and approximately 40% were only at the reading readiness level. Adults wrote less than they read, and they found writing to be more difficult than reading.

The CLC appears to be meeting the needs of this population. The vast majority of adult learners either maintained or improved their reading and writing habits and skills during this reporting period. Furthermore, as the amount of tutoring time increased, so did the impact of the program. While approximately 40% of the adult learners receiving tutoring for three months reported an increase in reading time, approximately 60% of those participating for five months reported an increase. Similarly, the percent of learners reporting that they completed one or more reading goals increased as the amount of tutoring increased. Gains in writing were less dramatic than gains in reading.

Summary. While these results are not conclusive, they strongly suggest that the CLC is having a positive impact on adult learners. This finding is particularly impressive given the fact that this is a field test year. It is plausible to assume that greater gains can be expected in future CALPEP reporting cycles. Data from this study indicated that gains increased as adults participated in tutoring for longer periods of time. Analyses of data at the conclusion of the field test year should provide a better indication of the effects of continuing participation in the program.

Analysis and Reporting
of Learner Progress Data
From First CALPEP Reporting Cycle

Introduction

The following is a report by Educational Testing Service (ETS) to the California State Library (CSL) on the results of the first reporting cycle of the California Adult Learner Progress Evaluation Process (CALPEP). Data for this report were gathered from adult learners who participated in the California Literacy Campaign (CLC) from July 1988 to November 30, 1988. Two forms developed as part of CALPEP (Where We Started and the Semiannual Tutor Report) were used to gather this information from tutors and learners. Program coordinators collected the two forms and mailed copies to ETS (Pasadena Field Office), for an analysis of program impact.

This report contains a brief background of the CLC, followed by a review of the philosophy that guided the development of CALPEP, continuing with a discussion of the purpose and results of the present study, and concluding with a discussion of the results.

Background

In 1984 the California Literacy Campaign (CLC) was established by the California State Librarian. The CLC is a community-oriented library-based adult literacy program that serves many hard-to-reach learners, teaching them -- usually on a one-on-one basis -- reading and writing skills that will help them handle the functional literacy demands they face in their daily lives.

Since its inception, the California State Library (CSL) has conducted two Program Evaluation Reviews (PER's) of the CLC, (Lane et al, 1984; Wurzbacher, 1986). In both instances the CLC was found to be successful. The two PER's suggested that the philosophy of the CLC contributed to the program's success. One example of this program philosophy is the encouragement the California State Library gives to local programs to individualize their instruction to meet the unique needs of their learners. Subsequently, no standard texts or curriculum are mandated for the CLC programs. Matters related to the curriculum are decided at the local program level.

The previous program evaluations also suggested that the instructional delivery system was successful in attracting new learners. For example, providing one-on-one tutoring apparently has helped to attract the hard-to-reach learner -- those whom the CLC wants to attract. As a result of effective recruiting efforts, the number of adults the CLC served grew tremendously from 1984 to a current level of approximately 15,000 learners.

Further, public libraries seemed to be an idea location for tutoring sessions to take place by providing learners a non-threatening and non-judgmental atmosphere in which to learn. Other successful characteristics noted by the two PER's included: tutors' satisfaction with training and program operation, learner satisfaction with their tutors, learners' feeling

that they were attaining their goals, and program growth (i.e., enrollment).

Although the above program components were judged important to success, both PER's suggested that a common statewide system be implemented in order to evaluate learner progress and to determine the CLC's impact on learners' lives. As a result, the California State Library contracted with Educational Testing Service to develop an adult learner progress evaluation procedure that would account for learner progress and "fit" into the CLC's operating mode. Important to this development was a clear definition of what the CSL and CLC meant by learner progress and adult literacy. The next section addresses these issues.

Meeting the Literacy Needs of the CLC Learner: Developing CALPEP

When reviewing the CLC characteristics mentioned in the previous section, it is apparent that this program is indeed unique. For example, the mere volume of learners served (close to 15,000), represents a remarkable attempt to improve the adult literacy of many "hard-to-reach" learners. Also, the voluntary nature of the instructional delivery system has resulted in over 12,000 volunteer tutors donating their time to this literacy effort at low program costs. The location of tutoring sessions -- usually in libraries -- has established a link between libraries and literacy to this new reader population. The autonomy given local programs to meet learners' needs and goals has reinforced local decision making. To our knowledge, no other state in the union is providing such services to adults on such a broad scale while using primarily a volunteer tutor force to provide instruction. Added to this uniqueness is the philosophy of evaluating learner progress -- a philosophy based on learners' goals.

Improving the literacy skills of learners so they can function better in society and reach their personal goals is a major consideration of the CLC. Thus, important learner progress issues to be addressed concern whether adults are learning to read and write materials important to them (related to their goals); whether they are using their reading and writing skills in the real world, and if they are reading and writing more outside the tutoring sessions. Further, as a result of their improved reading and writing skills, are they attaining their reading and writing goals; are their perceptions of their reading and writing skills changing (e.g., is their self-concept improving); and, is the improved reading and writing helping learners progress in their jobs?

All of these issues are addressed by CALPEP and integrated into the instructional setting under the following headings: literacy habits, learner goals, CLC reading and writing levels, and learner perception of own progress. The CLC philosophy affects the local instructional strategy by taking a different approach to evaluating learner progress that stresses these four areas. This new approach emphasizes learner progress in relationship to changes in learners' literacy habits, attainment of personal goals, improvement of CLC Reading and Writing Levels, and improvement of learners' perception of their progress instead of using grade-level equivalencies based on group norms. This is an innovative approach to learner progress evaluation and is indeed rare in the adult education community.

Based on this philosophy, a learner progress evaluation system that reflected the above goals, and the CLC instructional delivery system was developed by ETS. The system included an adult learner progress evaluation process that was consistent with the CLC philosophy, goals, and delivery system, while also quantifying learner progress across programs. The development of this process consisted of two major phases to be discussed briefly below. For further details of Phases I and II, consult the appropriate final reports available from the CSL.

CALPEP Phase I: Survey of Assessment Practices

In 1986 Educational Testing Service (ETS) conducted a study on behalf of the California State Library to examine the learner assessment practices of programs participating in the California Literacy Campaign. The information gathered from that study was to be utilized for developing an adult learner progress evaluation procedure.

Important to this study, was the definition of literacy for the CLC's participants. When CLC coordinators were asked this question, the majority defined a literate adult as one who, "has sufficient skills (reading and writing) to function reasonably at home, work, and in the community; to meet one's goals in life in order to function in society" (Solorzano & Stecher; 1987).

Using this definition of adult literacy as a guide, ETS laid the groundwork for developing the learner progress evaluation procedure.

CALPEP Phase II: Development of Learner Progress Procedure

Based on information gathered from the Phase I study, and additional activities included in Phase II, ETS developed an adult learner progress evaluation procedure known as CALPEP (The California Adult Learner Progress Evaluation Process). CALPEP consists of a process whereby tutors gather information on a periodic basis from their learners regarding:

* reading habits
* writing habits
* CLC reading levels in relation to reading goals
* CLC writing levels in relation to writing goals
* overall CLC reading level
* overall CLC writing level
* learners' perception of reading progress
* learners' perception of writing progress

CALPEP information is usually gathered during the tutoring sessions with both the learner and tutor discussing each CALPEP item jointly. This procedure is especially appropriate for the one-on-one nature of the instructional delivery system the CLC utilizes. As such, CALPEP data is gathered over time and is documented by use of the Tutor/Learner Log, which is a form that tutors and learners can use to keep notes on the tutoring sessions. These notes are then transferred onto the Where We Started and Tutor Semiannual Report forms, and subsequently turned into the CLC program office.

In 1988, the California Adult Learner Progress Evaluation Process (CALPEP) was finalized and field tested at 77 CLC program sites. The results of the field test will be analyzed carefully since CALPEP is new and represents a unique way of evaluating learner progress -- a way new to learners and tutors as well. Further, since this process will be implemented statewide, an effort of such scope needs to be monitored thoroughly.

Purpose of Current Study

The purpose of the present study is to analyze the nature of the data gathered by tutors from learners -- using the Where We Started and Tutor Semiannual Report forms -- to determine the program's impact on learners. Since CALPEP is an innovative process, it is important to review that process to see how it worked during the first reporting cycle.

In addition to these concerns, the office of the California Legislative Analyst requested a report on the CLC's impact on learners. Specifically, the Office of the Legislative Analyst requested that the "The State Library shall submit to the Joint Legislative Budget Committee, the Legislative Fiscal Committee, and the Department of Finance, by February 15, 1988, a report on the effectiveness of the California Literacy Campaign in enabling program participants to read and write English well enough to handle the functional literacy demands they face in their daily lives. This report shall provide quantitative measures of program effectiveness developed through the California Adult Learner Progress Evaluation Project (CALPEP), and shall be based on at least six months of data."

As a result of this mandate, ETS was contracted by the California State Library to analyze and report on learner progress data for the first CALPEP reporting cycle. Reporting the findings from this first reporting cycle is the centerpiece of this study.

CALPEP Data Analyzed in the Present Study

Specifically, two CALPEP forms were examined to evaluate learner progress. The first was the "Where We Started" form (see Appendix A) and the second was the "Tutor Semiannual Report" (see Appendix B). These two forms are almost identical. The Where We Started form is completed by the learner and tutor and returned to the program office by the third tutoring session. After six months, the Tutor Semiannual Report is completed by the learner and tutor to determine which CALPEP areas have improved.

The Semiannual Tutor Report includes all items from the Where We Started form plus two additional items that are not on the Where We Started form. One item asks the learner if the CLC has had an impact on his/her job status. And, in an attempt to track program leavers, the second additional item asks why the learner left the program ... if applicable.

The present study will analyze the progress made by learners on each CALPEP item by comparing data from their first session (gathered from the Where We Started form) to the six-month reporting period (when the Semiannual Tutor report was administered).

In the Results section, specific data gathered from the two forms will be presented.

Nature of Data Collected and Analyses Procedures

In this section, the nature of the data collected on learners is discussed. To begin the analysis, the number of libraries reporting learner information, and the number of learners in the study sample is presented. Following this preliminary review, an analysis of learner information gathered from the CALPEP Where We Started and Semiannual Tutor Report forms constitutes the remainder of the report. Specifically, the following information about learners is analyzed:

* reading habits
* writing habits
* CLC reading levels in relation to reading goals
* CLC writing levels in relation to writing goals
* overall CLC reading level
* overall CLC writing level
* learners' perception of reading progress
* learners' perception of writing progress
* CLC program's impact on learners' job status

Frequencies and percentages are computed documenting learners' initial status on the different CALPEP outcomes. This group represents those learners administered the Where We Started forms only. This is followed by an examination of the change learners' made over time on these outcome measures. These latter growth analyses were conducted for the matched group of learners -- those for whom both Where We Started and Semiannual Tutor reports were available.

To process and analyze the CALPEP forms received by the CLC programs, ETS developed a data entry and analysis computer program. This program facilitated the entry of the Where We Started and Semiannual Tutor Report data, analyzed the frequencies and percentages of learners in each CALPEP category, and computed the change (i.e., growth) in CALPEP outcome measures for the five month period.

Limitations of Study

The results of this study need to be interpreted with some caution because this was a "field test" year, and there was some confusion about reporting formats, timetables for reporting, and interpretation of CLC reading and writing levels. These problems will be alleviated as CALPEP continues and staff, tutors and learners become more familiar with the procedure.

One notable area of inconsistency was the reporting of CLC reading and writing levels. In some cases, tutors marked more than one level. To get an understanding of why tutors would mark the forms in this manner, a few CLC program directors were asked for clarification. Essentially, two ideas surfaced. The first was that tutors were perceiving the CLC levels as a check-list and were merely checking-off the levels that they felt the learner had completed. The second idea was that tutors felt that learners were at the "W" level in certain literacy areas, and the "S" level in other areas. This

latter rationale seemed appropriate since many CLC training sessions conducted for tutors emphasize the varying nature of reading and writing levels in relationship to the context of reading. The present study accepted this latter conclusion and -- in order to present consistent information across programs -- used the lowest level marked on both the Where We Started and Semiannual Tutor Report forms.

Another consideration to bear in mind is that five months is very little time to expect learner progress in the CALPEP literacy areas. Over the next two CALPEP reporting cycles, we can expect to see much more change (i.e., progress) in the CALPEP outcome measures.

Results

The results of this study will be organized in the following manner. First, general information on the number of libraries returning the appropriate CALPEP forms and the number of learners represented in the sample will be presented. Following this general review, data for learners for whom only the Where We Started forms were available are examined. Finally, analyses of learner growth on the CALPEP outcome measures based on "matched" data from both the Where We Started and Semiannual Tutor Report forms are presented. In sum, results are introduced in the following manner:

GENERAL INFORMATION * number of libraries reporting learner information, and the number of learners in the study sample

GROUP I * learners who completed the Where We Started form only (they have been in the program for three months or less)

GROUP II * learners who completed both the Where We Started form and the Semiannual Tutor Report (matched learner data)

For each learner group described above, a review of the results will be organized under the following headings: 1) Introduction, 2) Literacy Habits, 3) Literacy Goals, 4) CLC Reading and Writing Levels, 5) Learner Perceptions of Own Progress and, 6) Summary of Findings.

General Information

During this first CALPEP reporting cycle, learner progress forms were received from 65 libraries participating in the CLC. Since the reporting cycle began July 1 and ended November 30, forms received that did not fall into this range were not included in the present analyses. Therefore, in all, this study included data from 53 libraries reporting information on their learners using either the Where We Started or the Semiannual Tutor Report forms. This represented 68% of all CLC programs and a total of 733 learners. Of these learners, there were 354 adults for whom matched data (both Where We Started and Tutor Semiannual Report forms) were gathered. For these adults, the amount of time spent in the CLC ranged from 3 to 5 months. In less than 1% of the cases, Semiannual Tutor Reports only were available. Since this represented such a small group, they were excluded from the present analyses. Table 1 reviews the totals of learners from each category and the total number of learners involved in the present analyses.

Table 1

Number of Learners
Administered Each CALPEP Form for
Reporting Period: 07/01/88 - 11/30/88

	Number	Percent
GROUP I: Where We Started form Only	379	51.2
GROUP II: Matched Group (Where We Started & Semiannual Tutor Report)	354	47.9
TOTALS:	733	99.1

NOTE: .8 percent had Semiannual Tutor Reports but no Where We Started forms.

Group I: Learners Starting in July

Introduction

Data were analyzed for adults completing Where We Started forms only. Although there are no comparative data for this group (since they just started the CLC and comparative data will be gathered at six months on the Semiannual Tutor report) these figures will serve as a baseline providing a general sense of how learners enter the CLC in relation to the CALPEP outcome measures. This group of learners had been in the program for 3 months or less.

Literacy Habits

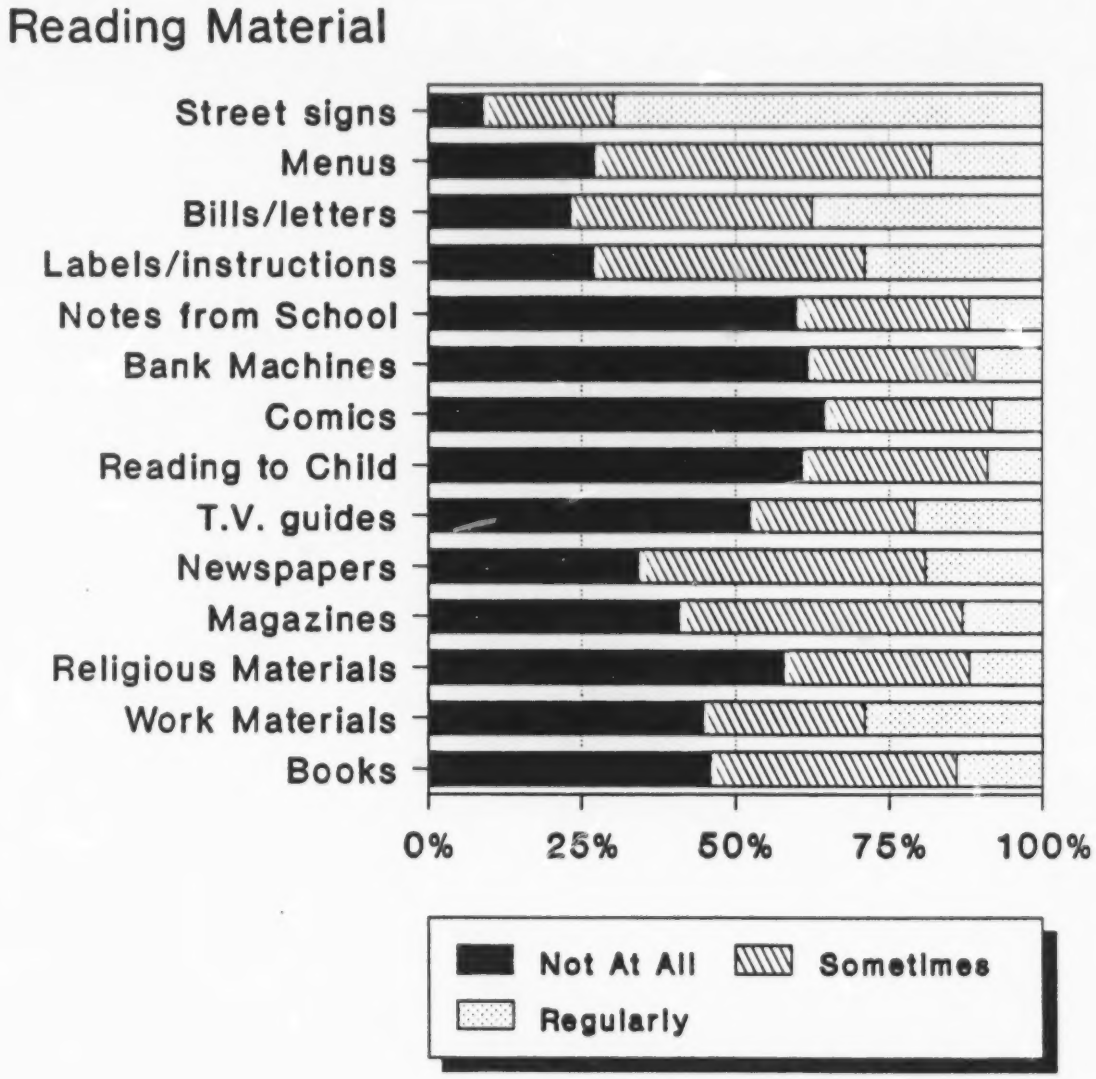
Baseline data on learners' reading and writing habits outside the tutoring session are documented for learners in the program less than three months. For this group, initial literacy habits (upon entering the CLC) are documented. For example, reading habits are examined from the following two perspectives: 1) in relation to a list of commonly read items, and, 2) overall reading habits outside the tutoring session. Similarly, writing habits are examined in relation to a list of commonly written materials and learners' overall writing habits -- outside the tutoring sessions.

The materials selected for inclusion in the reading and writing list for the "habits" tables presented below were identified during the Phase I CLC survey.

Reading Habits: From Selected CALPEP List of Items. Figure 1 illustrates the percentage of learners in the CALPEP "frequency of reading habits" categories by type of reading material. These categories were developed to monitor the change in learners' reading habits in relation to the list of items presented on the left-hand column of this figure. There are three categories in this CALPEP item beginning with "not at all", to

FIGURE 1

Reading Frequency
Selected Materials



Group One Only

"sometimes", and concluding with "regularly."

Notice that the items most frequently read by learners were street and traffic signs, mail (e.g., bills & letters), labels on products (usually instructions) and work-related materials. On the other hand, comics, directions from Automatic Teller Machines (ATM), and religious materials were read less often. Also, the data suggest that learners did not read very often to their children.

In addition to estimating how often learners read selected materials, CALPEP contains an item asking learners how difficult they find reading these materials. Figure 2 illustrates the percentage of learners in each difficulty category for the CALPEP reading items. These categories refer to the ease in which learners can read the materials on the reading list. The categories are: "easy to read", "a little hard", and "very hard."

The most difficult items for this group of learners to read were newspapers, religious materials and books. The easiest items for learners to read were street and traffic signs -- interestingly, those same items that learners reported reading most often.

Writing Habits: From Selected CALPEP List of Items. Important to CALPEP, is the monitoring of learners' writing habits. Figure 3 shows the percentage of learners at each CALPEP frequency category by type of written material. The category headings are similar to those used for reading.

As Figure 3 shows, learners did not write the selected materials very often. Of those they did write, learners identified check writing as an activity that they did regularly. Many learners found this an easy activity. On the other hand, the data suggest that learners avoided writing longer passages of text. For example, learners reported that they rarely wrote articles (in local CLC program newsletters) nor did they write stories or poems.

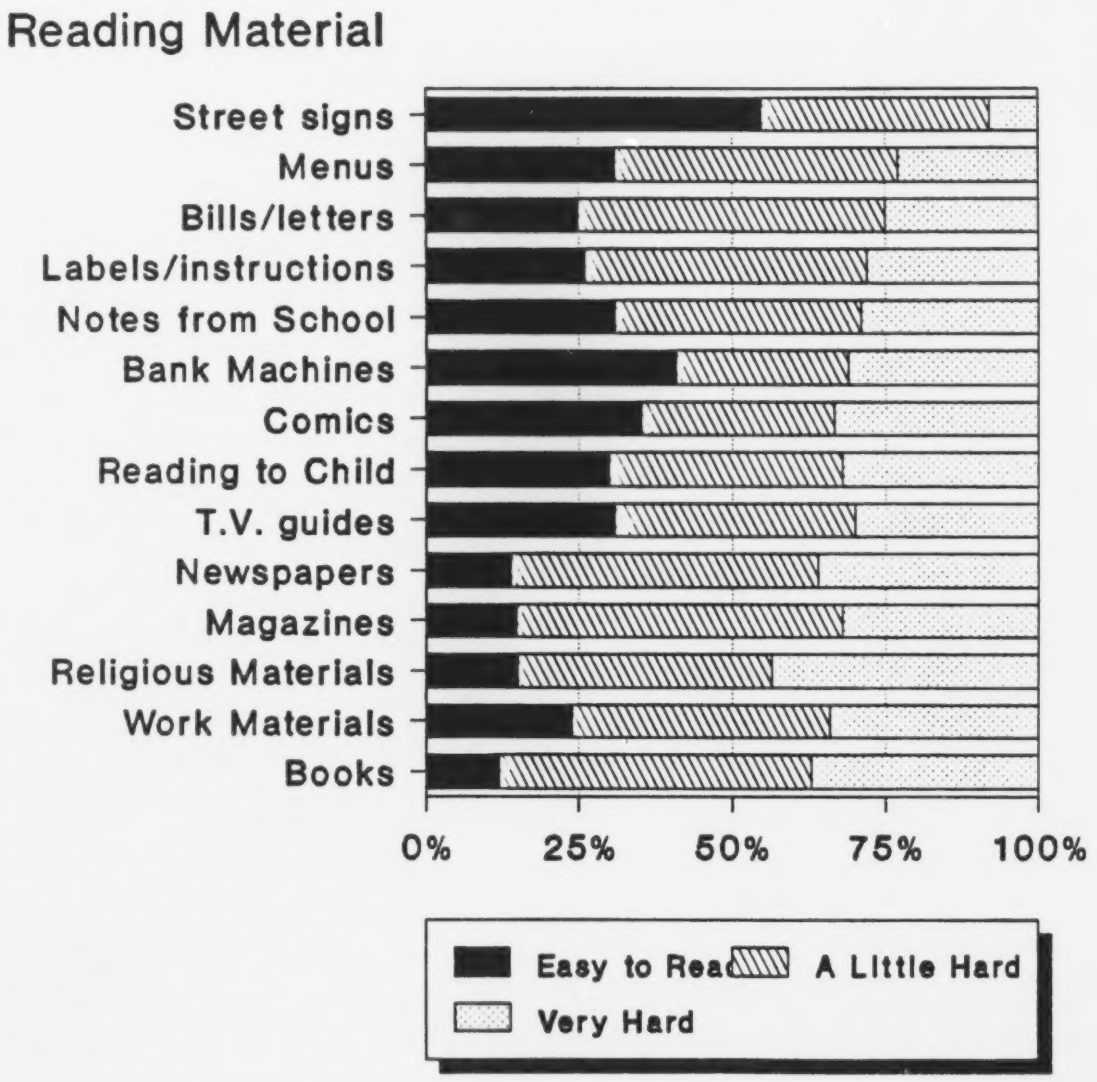
In addition to monitoring learners' writing habits, CALPEP contains an item that documents learner difficulty in writing selected materials. Figure 4 presents data on the difficulty learners experienced writing the selected CALPEP materials. The difficulty categories used in these analyses are similar to those used for reading.

As one might expect, the frequency in which learners write materials is related to the difficulty they experience writing them. Figure 4 shows that learners found most of the selected materials difficult to write. These data perhaps explain why learners do not write these materials -- they're too difficult.

Of the materials that learners did write, they found check writing easy. This is not surprising since in the previous section, learners reported performing this activity regularly. Learners also reported that greeting cards were easy to write, yet as the previous table suggested, they wrote them less often. In the discussion of the frequency of learners' writing habits, it was noted that they did not write lengthy passages of text.

FIGURE 2

Reading Difficulty
Selected Materials



Group One Only

FIGURE 3

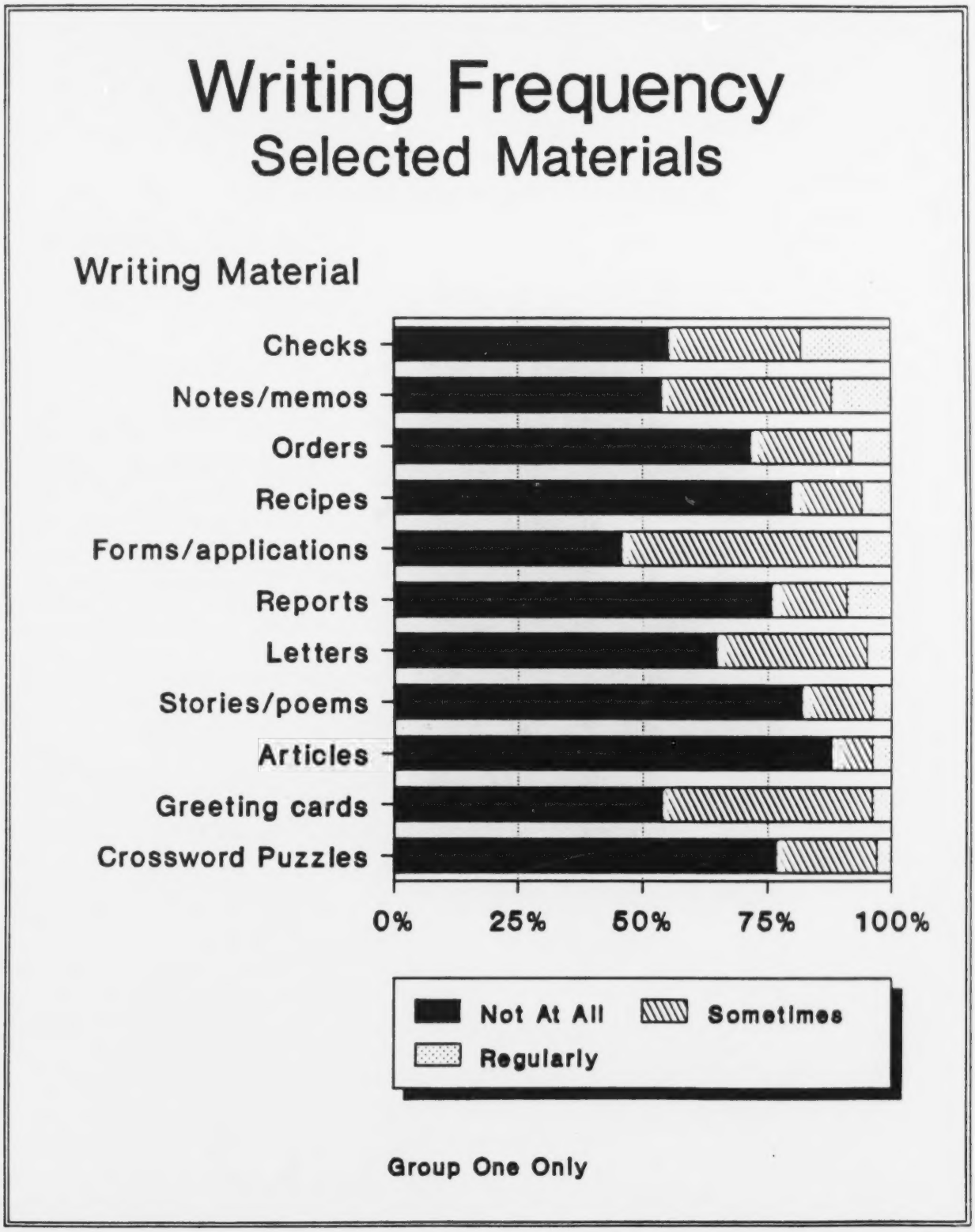
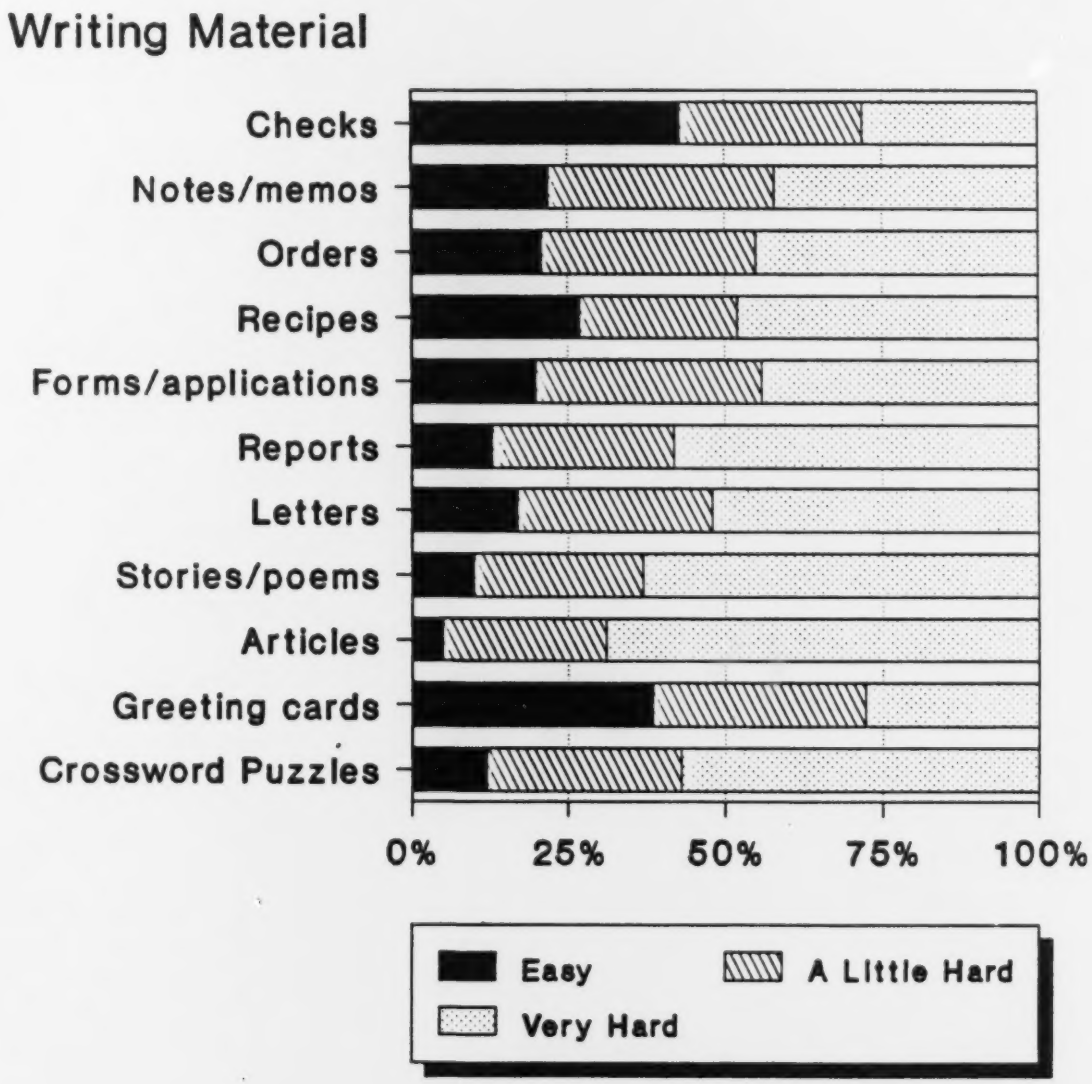

Writing Frequency
Selected Materials
Writing Material
Checks
Notes/memos
Orders
Recipes
Forms/applications
Reports
Letters
Stories/poems
Articles
Greeting cards
Crossword Puzzles
0%
25%
50%
75%
100%
Not At All
Sometimes
Regularly
Group One Only

FIGURE 4

Writing Difficulty
Selected Materials



Group One Only

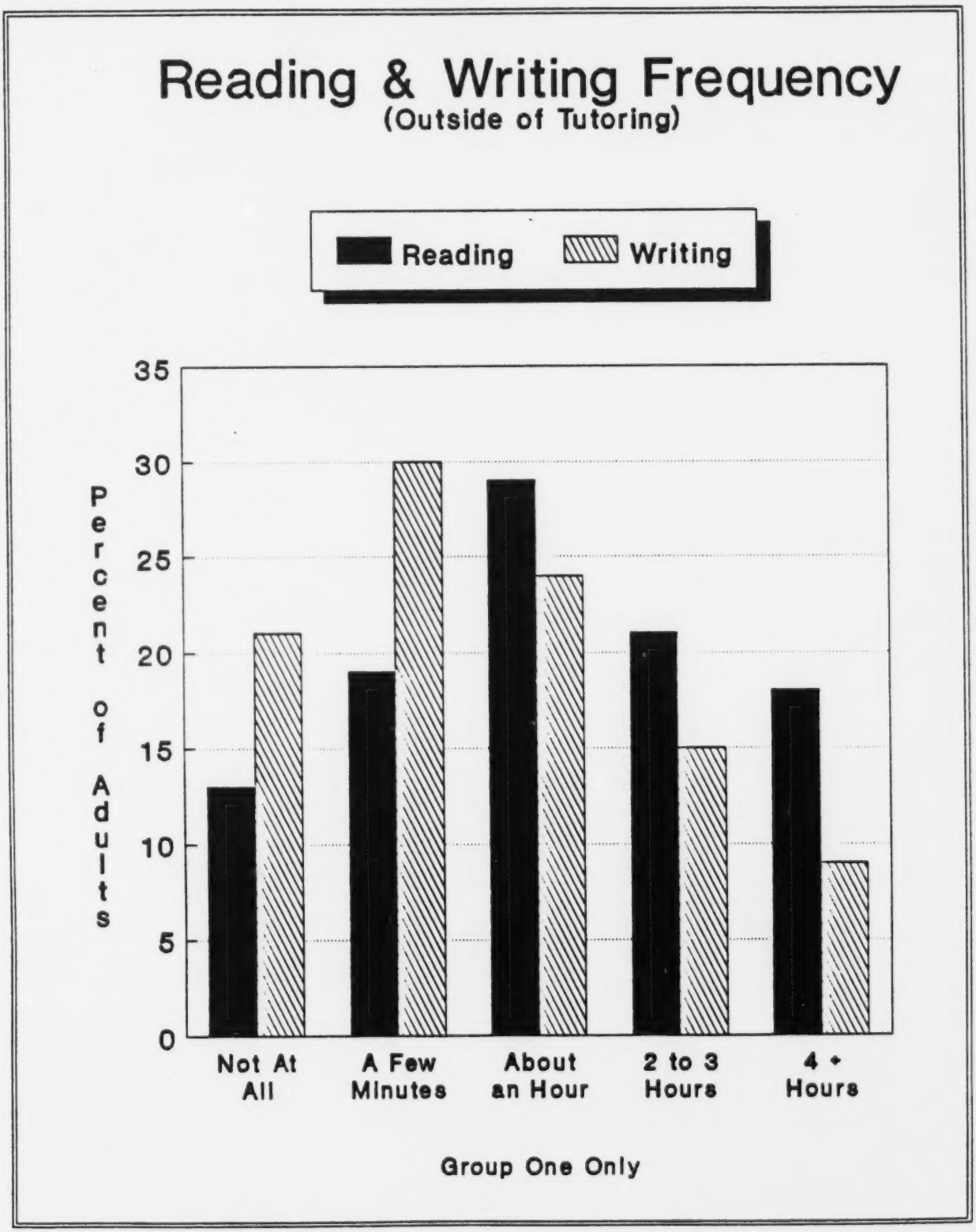
Information from Figure 4 sheds some light on this finding by identifying letter writing as very difficult for learners to accomplish. Writing information required on forms and applications was also noted as very hard for most learners in this group.

Reading and Writing Habits: Overall Outside the Tutoring Session. Presented in this section is an analysis of learners' reading and writing habits outside the tutoring session in a typical week. Figure 5 shows the percentage of learners in each of the overall reading and writing habits frequency categories. These categories are used to determine how often learners read and write outside the tutoring sessions. The categories used for the analyses are the following: 1) not at all, 2) a few minutes, 3) about an hour, 4) two to three hours, and 4) four or more hours.

About a third of the learners reported that they read, "not at all" or only "a few minutes." Another third indicated that they read "about an hour" in a typical week outside the tutoring sessions, and another third reported reading from "two to four hours" in a typical week.

Learners' writing habits were different from their reading habits. Learners reported writing less often, with over fifty percent noting that they wrote "not at all" or "a few minutes" in a typical week.

FIGURE 5


Reading & Writing Frequency
(Outside of Tutoring)
Reading
Writing
35
30
25
20
15
10
5
0
Percent of Adults
Not At All
A Few Minutes
About an Hour
2 to 3 Hours
4 + Hours
Group One Only

Literacy Goals

Evaluating progress in relation to learners' literacy goals is the centerpiece of CALPEP. Below, Table 2 reviews a sample of typical reading and writing goals reported by learners in the CLC.

Table 2

Sample List of Learners'
Typical Reading and Writing Goals

READING GOALS

Read and enjoy books	Read danger signs
Read newspaper	Read mail
Read to children	Read magazines
Read medicine labels	Read recipes
Read job instructions better	Read notes from school
Read bible	Read letters from children
Read work-related material	Read car manuals
Read greeting cards	Read job application
Read street signs	Read mechanical manuals
Read grocery store information	Read driver's manual

WRITING GOALS

Fill out applications	Write letters
Write recipes	Write stories
Write harder words	Write letter to wife
Write notes on birthday cards	Write a check
Write notes to daughter's teacher	Keep work log
Fill out insurance forms	Write letters to friends
Write greeting cards	Copy information from books
Write reports for work	Write sentences
Maintain job records	Write instructions
Write notes using correct spelling	Write ideas

In order to monitor learner progress in reading and writing text, ETS developed the CLC Reading and Writing Levels. The "levels" represent general stages that learners pass through as they make progress reading and writing text. The CLC Reading and Writing Levels are used in two contexts for the purposes of CALPEP: 1) to measure learners' reading and writing progress in relation to their goals, and, 2) to measure learners' progress in relation to generally used texts (to be discussed further in the next section).

In this section, learners' CLC Reading and Writing Levels will be discussed in relation to their reading and writing goals. For example, tutors help learners determine whether they can identify letters in text (CLC "R" Level), identify words in text (CLC "W" Level), read and understand sentences from text (CLC "S" Level), read whole paragraphs, (CLC "P" Level) and finally, tutors determine if learners can use information gained from reading materials

related to their goals and apply it to a new situation (CLC "A" Level). Based on reading and writing materials related to learners' goals, tutors and learners determine which point on the CLC continuum they are functioning.

The following figures represent learners' initial CLC levels in relation to their reading and writing goals based on entry level data from the Where We Started form.

Initial CLC Reading and Writing Levels Based on Learners' Most Important Goal.

Figure 6 indicates that over fifty-percent of the learners stated on the Where We Started form that they could only identify letters of the alphabet or certain words related to their most important goal. Slightly over a third of the learners reported that they could read and understand sentences related to their goal.

Similar to findings on learners' reading habits, writing is reported as a more difficult task for learners to accomplish. Fifty-seven percent of the learners could only write letters or certain words related to their goal. In contrast to data from the CLC reading level, only one-fourth (compared to one-third) of the learners were at the "sentence" level for writing. Few learners were at the "paragraph" or "application" level for both reading and writing.

CLC Reading and Writing Levels.

CLC learner levels are also determined for reading and writing materials that are generally used during the tutoring sessions. These materials might be the ones used by the program, or some other commercially developed text. Unlike the previous section of CLC reading and writing levels that were related to the learners' goals, these CLC levels are determined in relation to materials -- if applicable -- that are generally used in the program for all learners. In some cases, the CLC level may be the same when examined in relation to both learner goals and general program materials. The following figures give the initial CLC Reading and Writing Level results for instructional materials generally used in the CLC programs.

Initial Overall CLC Reading and Writing Levels. Figure 7 presents the initial overall CLC reading and writing levels for learners administered the Where We Started form only. As one would hope, the overall CLC levels reported below -- for both reading and writing -- were generally similar to those levels presented in the previous section relating to learners' goals. Learners indicated that their writing levels are quite low, which is consistent with learners' reports of their low frequency writing habits.

FIGURE 6

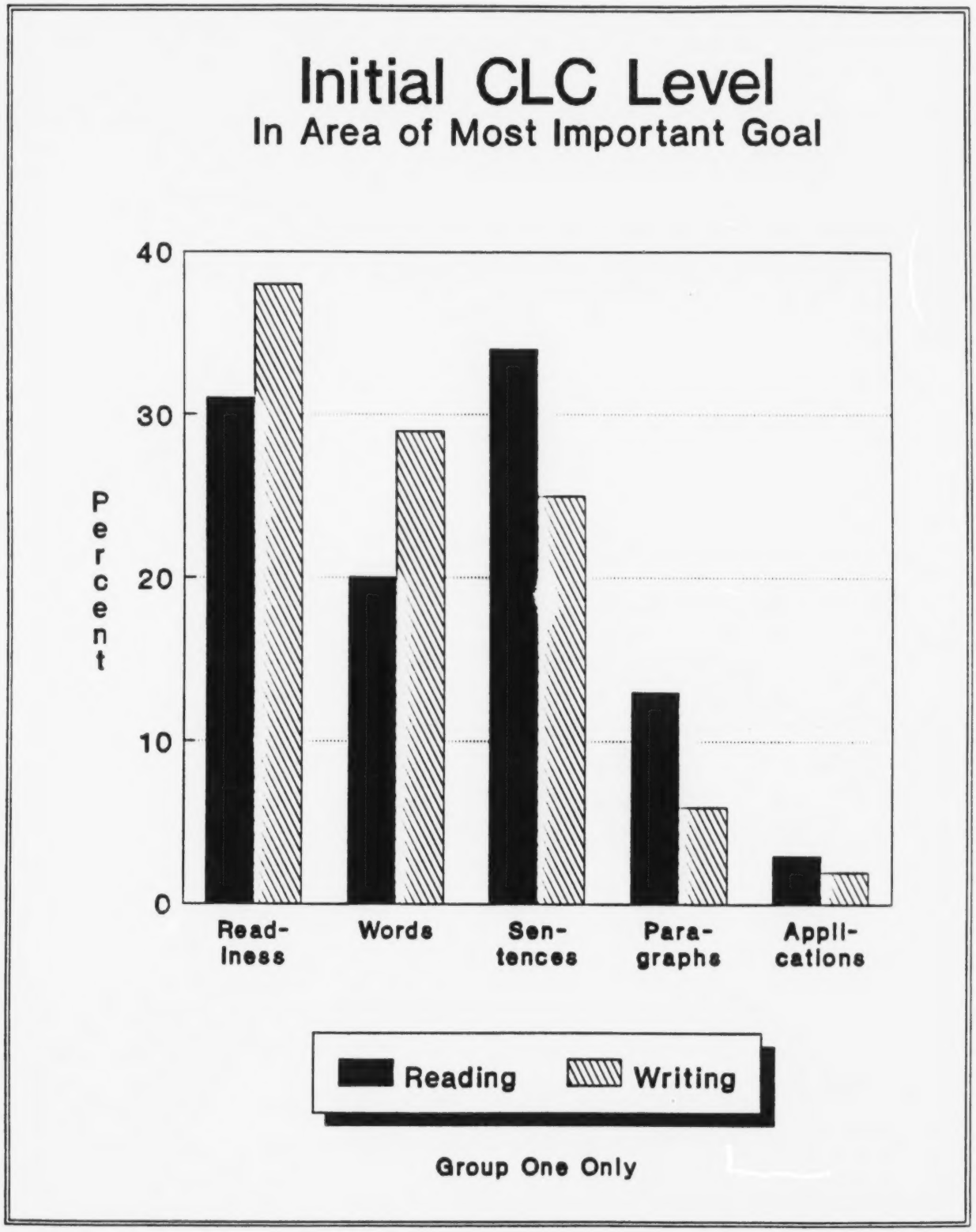
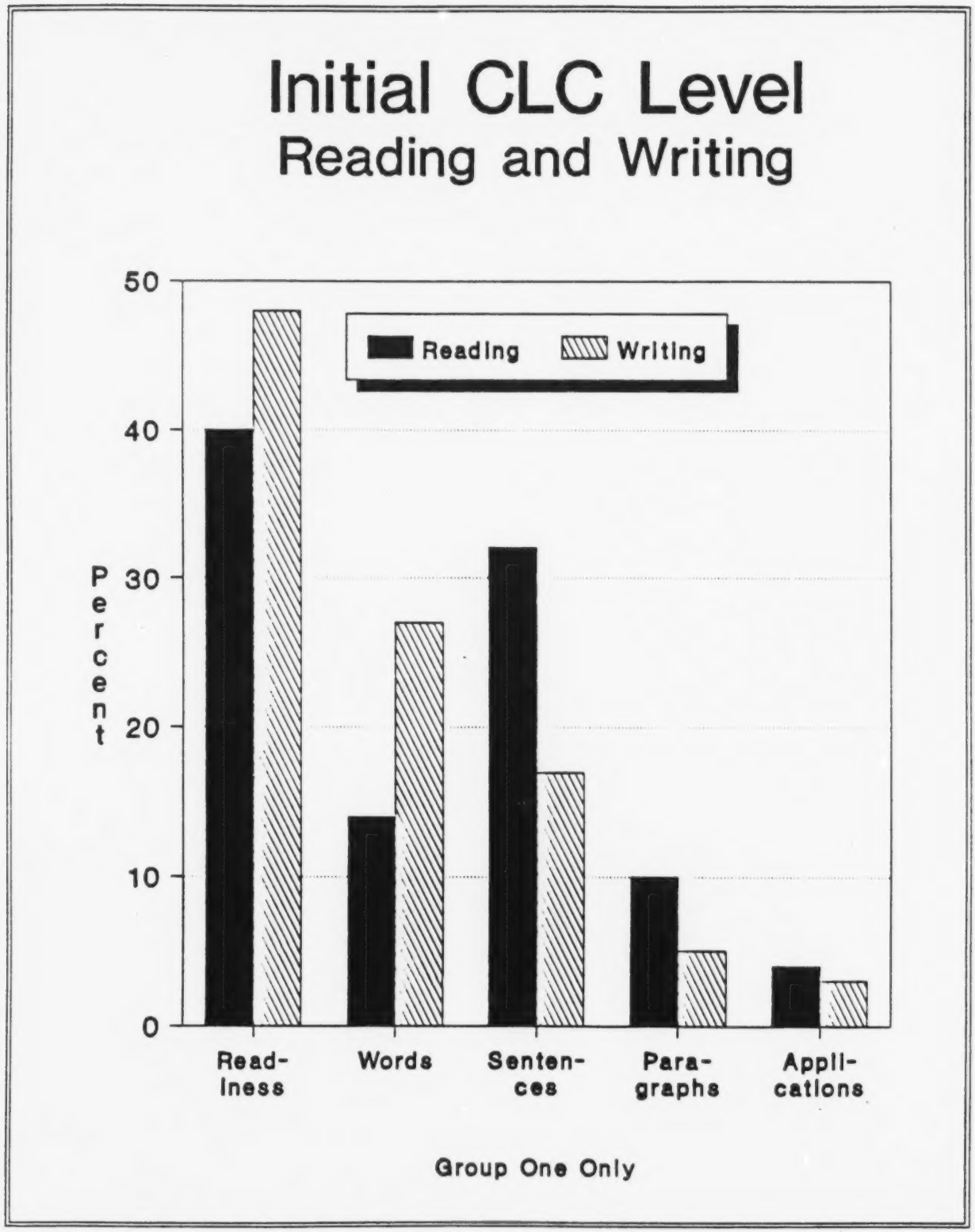

Initial CLC Level
In Area of Most Important Goal
Percent
40
30
20
10
0
Read-
iness
Words
Sen-
tences
Para-
graphs
Appli-
cations
Reading
Writing
Group One Only

FIGURE 7


Initial CLC Level
Reading and Writing
50
40
30
20
10
0
Percent
Reading
Writing
Read-
Iness
Words
Senten-
ces
Para-
graphs
Appli-
cations
Group One Only

Learner Perceptions of Own Progress

One of the side-effects of adult illiteracy is the negative impact it has on learner self-esteem. Research suggests that as literacy improves, so does learner self-esteem. CALPEP attempts to capture the improvement in self-esteem by determining learners' initial perception of their reading and writing ability and examining changes on this item over time. By using actual quotes that learners use from time to time to explain their reading and writing capabilities to tutors and CLC coordinators, CALPEP tracks changes in learners' perceptions of their progress.

Another important aspect of these "learner perception" items is that they provide the learner with an opportunity to directly assess and participate in the evaluation of their own progress. Involving learners in the evaluation of their literacy progress is an important aspect of CALPEP.

The following tables document learners' initial perceptions of their reading and writing capabilities.

Learners' Initial Perceptions of Their Reading and Writing Capabilities.

Table 3 presents the numbers and percentages of learners at the different CALPEP reading and writing perception stages. The majority of learners mentioned that they could "read only simple things." Similarly, for writing, most learners mentioned that they could write "only simple things" or they "could write but they could not spell."

Table 3

Learners' Initial Perceptions
of Their Reading and Writing Ability

READING	Number	Percent
I can't read	46	12.7
I can read but only simple things	169	46.9
I can read but I can't understand	54	15.0
I can read but not under pressure	62	17.2
I can read and I like to read	29	8.0
WRITING		
I can't write	51	14.4
I can write but just letters and words	67	18.9
I can write but only simple things	107	30.2
I can write but I cannot spell	106	29.9
I can write and I like to write	23	6.5

Summary for Group I Learners

The data presented above give a general sense of CLC learners' literacy capabilities relative to the CALPEP outcome measures. In essence, they provide baseline data from which to compare subsequent growth or change on the CALPEP items.

Generally, learners entered the CLC reading signs (traffic/street) and bills (via mail) on a regular basis. Most learners reported that they did not read comics, notes from school, religious materials, or stories to their children. One explanation for the reading habits of learners can be related to their perceptions about the difficulty of the materials. For example, learners read signs often probably because they found this a relatively easy activity. Learners did not read notes from school or religious materials because these materials were reportedly more difficult for adults to read.

Most learners' initial CLC reading levels were at the "readiness" level (identifying letters) or the "sentence" level (ability to read simple sentences with understanding). Learners' CLC writing levels were generally lower than their reading levels. More learners reported being at the lower CLC writing levels.

Finally, most learners' entered the CLC feeling that they could read and write only simple things. Most CLC learners felt that their reading capabilities were better than their writing abilities.

Group II: Matched Group-- July thru November 30

Introduction

In this section, analyses of data for learners who have completed both the Where We Started and Semiannual Tutor Report forms (GROUP II) will be presented. This group was administered the Where We Started form in the month of July, and the Semiannual Tutor Report in either late November. Since there are comparable data for this group of learners, this section will analyze growth in each of the CALPEP outcome measures over a five month period.

The results for Group II will be presented using the same general categories of CALPEP components used in the previous section except for two additional items. One is titled, "effect of CLC on learners' job status" and the other, "reasons for leaving program." This was done since Group II learners had completed the Semiannual Tutor Report which contains a question on the effect of the CLC on learners' job status and another asking learners' reasons for leaving the program. Therefore, the major categories examined for this "matched" group of learners are:

* general information
* literacy habits
* literacy goals
* CLC reading and writing levels
* learner perceptions of progress
* effect of CLC on learners' job status
* reasons for leaving program

The total number of learners represented in the Group II category are 354. These learners had been in the program for up to five months. Over the next reporting CALPEP cycles, figures for the average length of stay of matched learners will provide useful information. However, for this first CALPEP reporting cycle, learners participation was limited to a maximum of five months.

Generally, learners who had been in the program three months or less were not given the Semiannual Tutor Report. However, as the table below illustrates, there were learners who were administered the Semiannual Tutor Reports but their length of stay in the CLC totalled less than three months. After a review of the dates on the original Where We Started and Semiannual Tutor Report forms, it was determined that the three month group had generally satisfied the criteria to be administered the Semiannual Tutor Report, and mistakes on the forms (incorrect dates) had placed these matched learners erroneously in the three-month category. Therefore, the three month group -- together with the four and five month group -- will be included in the present analyses.

On the other hand, the group of learners that fall into the "Less than 1", 1, and 2 months categories will be excluded from analyses where learners' changes on the CALPEP outcome items (improvement) over time are calculated.

Table 4 presents the status of the matched group of learners by their

reported length of stay in the program.

Table 4

Length of Stay
for Matched Group of Learners

Number of Months	Number of Learners	Percent of Learners
Less than one	16	4.5
one	18	5.0
two	64	18.0
three	121	34.1
four	121	34.1
five	14	3.9

Literacy Habits

As mentioned in the previous section on literacy habits (Group I learners), the CALPEP process provides a mechanism for learners and tutors to discuss reading habits in two contexts. The first context relates learners' reading habits to a list of commonly read items. Learners are asked to estimate how often they read any of the items from the list and secondly, how difficult it is for them to read those items.

The following tables represent the results of change in the reading and writing habits of the CLC learner.

Change in Reading Habits: From Selected List of Items. Figure 8 examines the change in frequency of reading habits for learners based on items from the CALPEP list. Generally, judging from the total figures, more learners increased than decreased their reading frequency levels. The majority of learners however, remained the same -- not surprising given the short amount of time they had been in the program.

Items learners reported reading more were books, newspapers, T.V. guides, labels and instructions. Learners reported not reading comics or magazines.

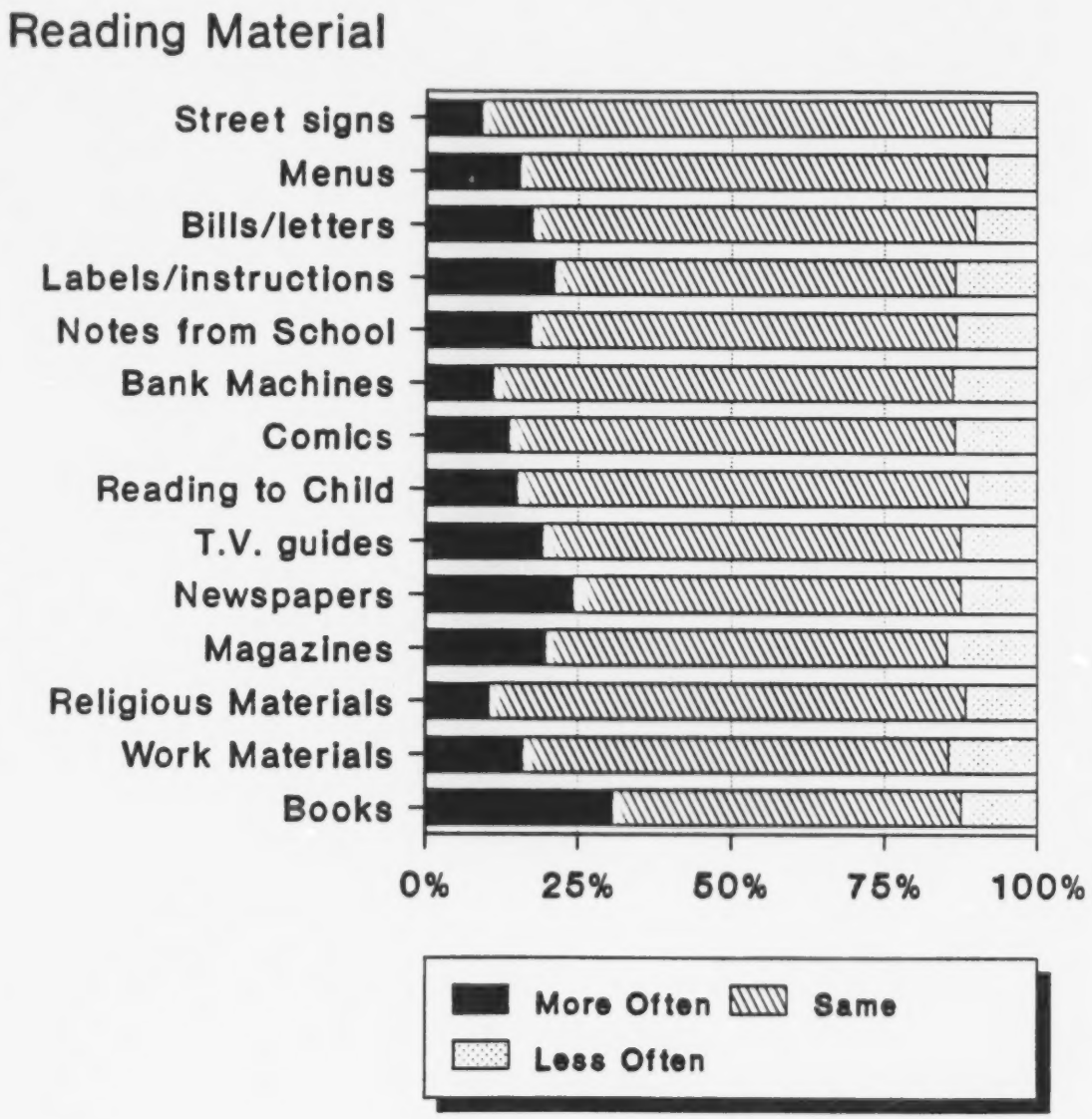
Figure 9 analyzes the change in difficulty levels for the CALPEP list of reading materials for this group of matched learners.

Similar to the "frequency" category, most learners showed no change in their difficulty levels. However, of those who did experience change, more learners found reading items from the list of materials easier.

Specifically, learners found reading the following items easier: street and traffic signs, menus, mail, bills, and letters. On the other hand, newspapers, labels and instructions were identified as the most difficult for learners to read.

FIGURE 8

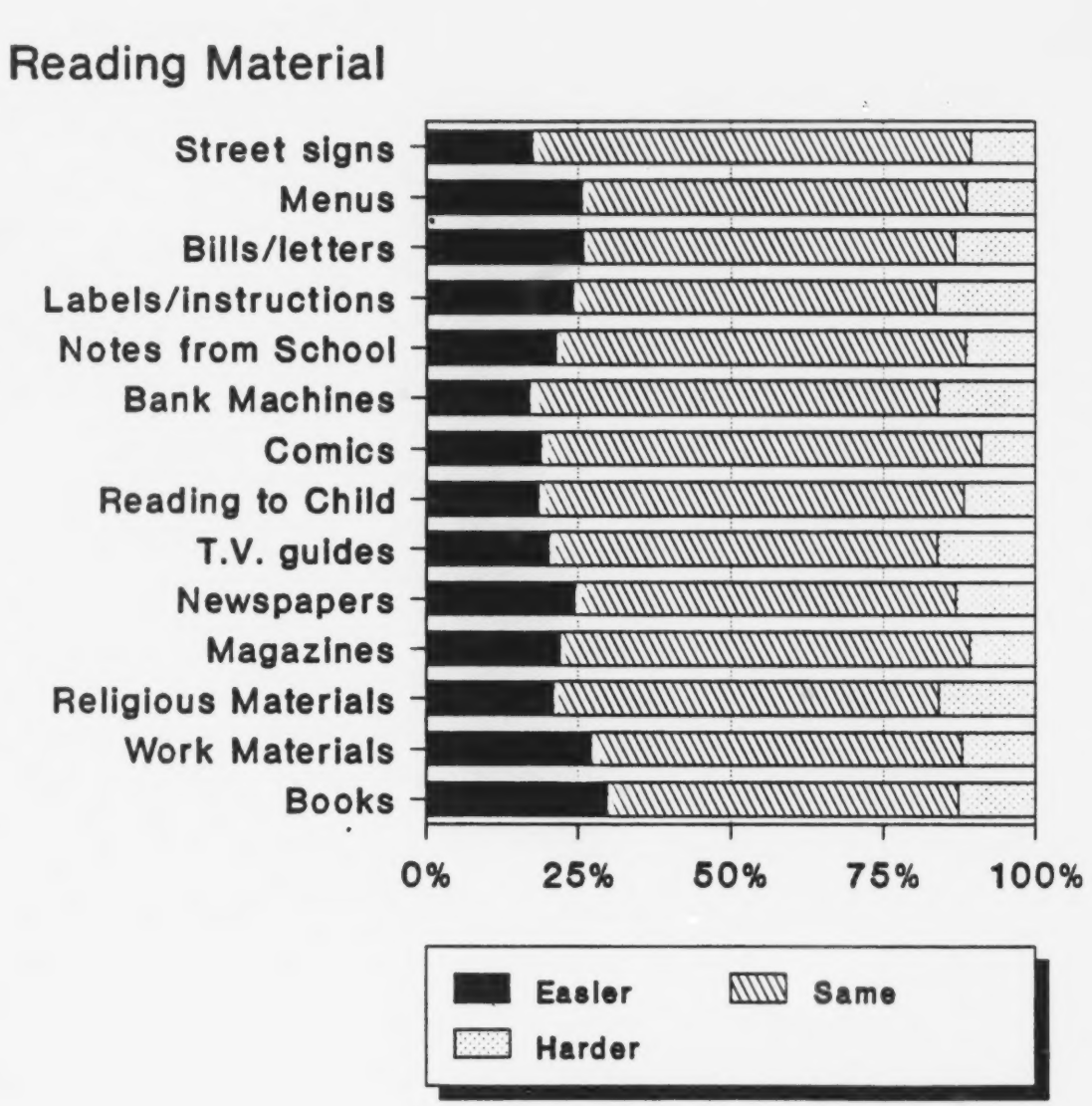
Changes in Reading Frequency
July - December, 1988



Matched Group Only

FIGURE 9

Changes in Reading Difficulty July - December, 1988



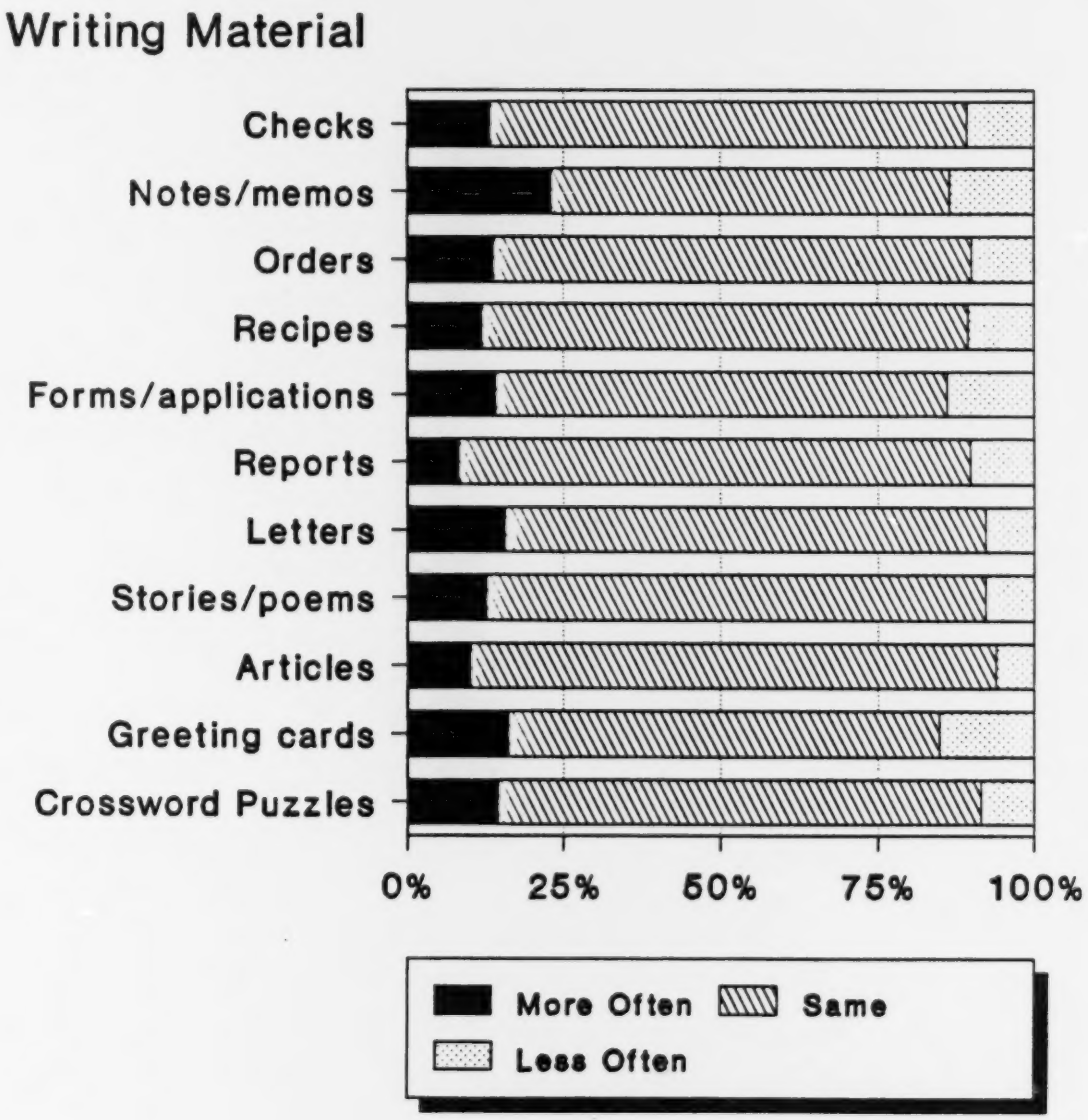
Matched Group Only

Change in Writing Habits: From Selected List of Items. The following analyses examine the change in learners' writing habits based on a list of commonly written materials. Data from Figure 10 suggest that learners wrote notes and memos (work-related) more since they started the CLC. Generally, of those learners changing their writing habits, most wrote items from the CALPEP list more often since joining the CLC. However, most learners reported no change in their writing habits over the five month period.

The next analyses document change in writing difficulty relative to the CALPEP list of materials. Although most learners reported no change in difficulty of writing, Figure 11 shows that overall, more learners found writing items from the CALPEP list easier. While the previous analyses identified notes and memos as those materials most frequently written by learners, the data below verify that learners found writing these materials easier.

FIGURE 10

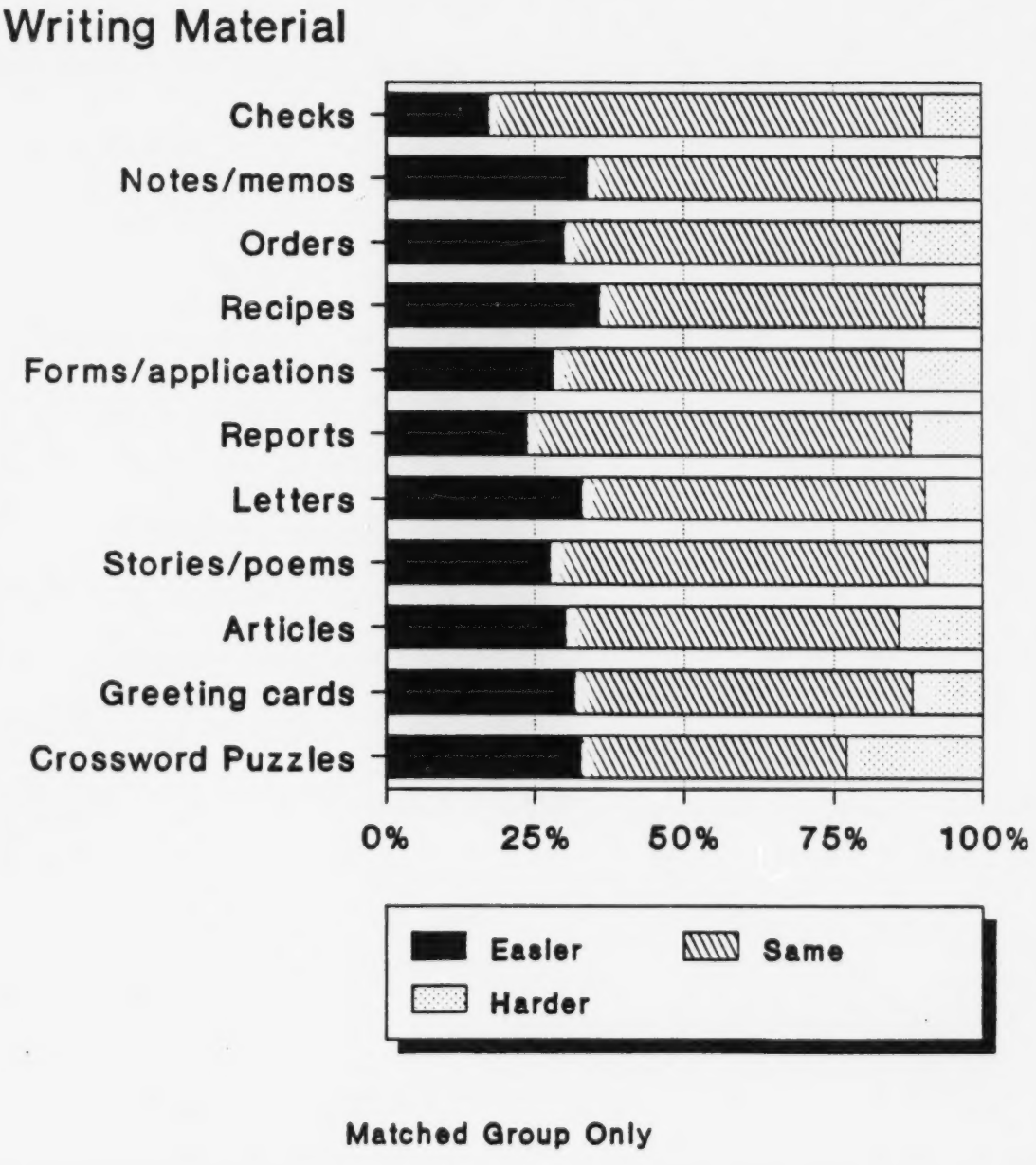
Changes in Writing Frequency
July - December, 1988



Matched Group Only

FIGURE 11

Changes in Writing Difficulty
July - December, 1988



Matched Group Only

Change in Reading Habits: Overall Outside the Tutoring Session. The second context of evaluating change in learners' reading habits is from an overall perspective. In addition to the list of CALPEP items, an examination of how often learners read in a typical week outside the tutoring session was conducted. Figure 12 shows the change in general reading habits by length of stay in the program. The data indicate that as the number of months learners stay in the program increases, overall reading habits increase. For example, at the three month stage, the percentage of learners increasing their overall reading habits one category, (i.e., "not at all" to "a few minutes"), was approximately 20%. At the fourth month, over 22% of the learners increased their reading habits by one category. By the fifth month, 31% of the learners increased their outside reading habits by one category. Similar patterns were evident for learners increasing their reading habits by two and three categories as well.

Table 5 examines the characteristics of learners' change in reading habits outside the tutoring sessions. As the data suggest, learners are generally reading more on their own over time. For example, of those learners who initially stated on the Where We Started form that they read "not at all" outside the tutoring sessions, 14.2% improved to "a few minutes", 28.5% improved to "about an hour", 20% increased to 2-3 hours, and slightly over 5% reported reading over 4 hours in a typical week.

Table 5

Characteristics of Change
in Overall Reading Habits of Learners
Outside the Tutoring Session

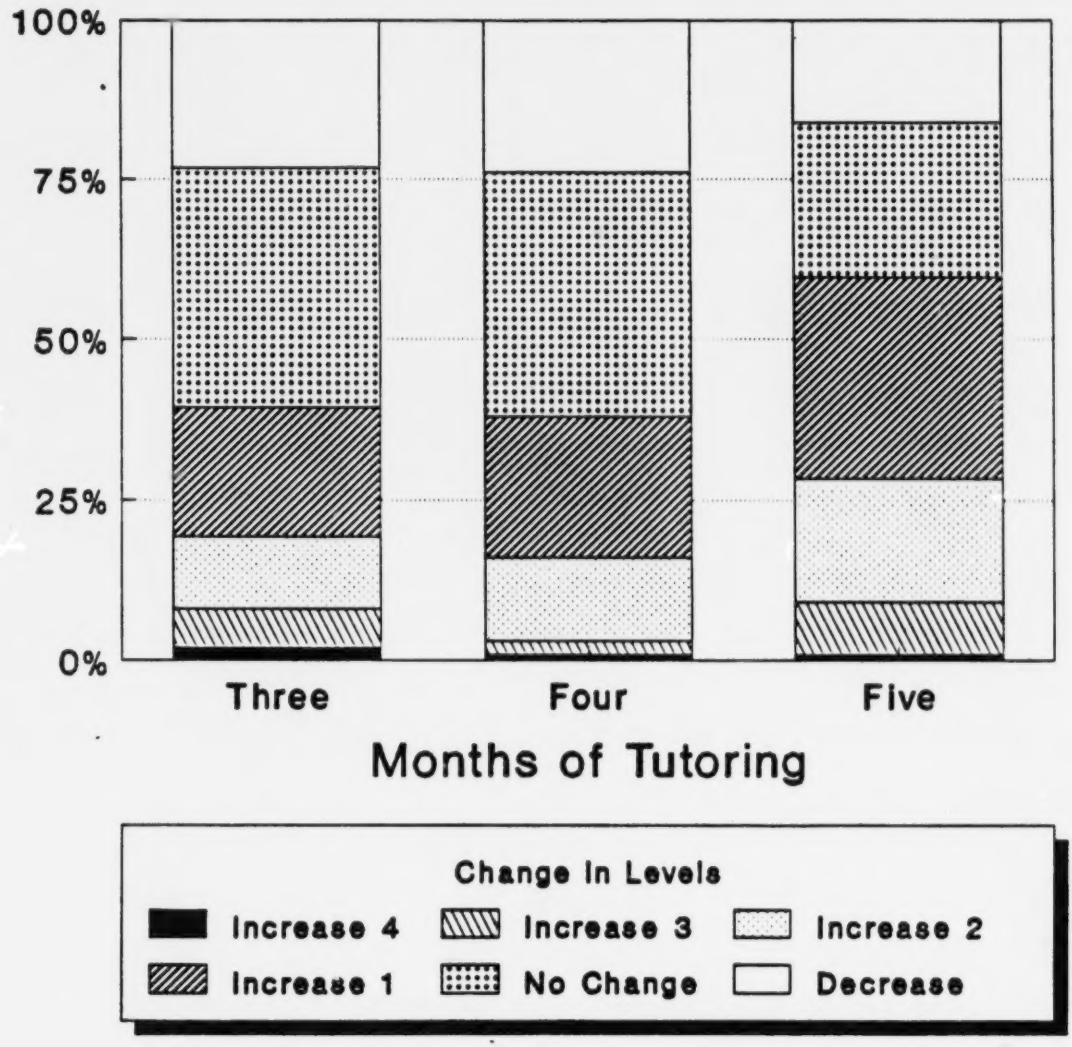
Upon Completion of First Semiannual Report

Categories	Not at All		A Few Minutes		About An Hour		2-3 Hours		4 or More Hours	
Starting Point	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not at All	11	31.4	5	14.2	10	28.5	7	20.0	2	5.7
A Few Minutes	1	1.3	19	25.3	24	32.0	23	30.6	8	10.6
About an Hour	1	0.9	9	8.6	46	44.2	34	32.6	14	13.4
2-3 Hours	1	1.6	1	1.6	11	18.0	26	42.6	22	36.0
4 or More	0	0.0	1	2.8	3	8.5	9	25.7	22	62.8

NOTE: Numbers above the diagonal lines represent increases in reading habits; numbers below indicate decreases in reading habits.

FIGURE 12

Changes in Reading Habits
(Outside of Tutoring)
By Length of Tutoring



Matched Group Only

Change in Writing Habits: Overall Outside the Tutoring Session. Similar to reading, changes in learners' writing habits in a typical week outside the tutoring sessions were examined. Figure 13 documents the change in writing habits by length of stay in the program. Notice that the trends indicate an increase in overall writing habits for certain categories, but not as pronounced as those increases found for reading. For example, slightly over 23% of learners improved one category (e.g., "not at all" to "a few minutes") at the three month stage; this number decreased to 19% at four months, then increased to over 32% at five months. Although the growth dropped temporarily at the four-month stage, it continued to increase at the five-month interval.

Table 6 below presents the characteristics of change in the writing habits of learners outside the tutoring sessions. Similar to reading in the previous section, most of the change occurs above the diagonal line indicating that learners generally were writing more outside the tutoring sessions. For example, for learners indicating that they wrote "a few minutes" in a typical week, 34.6% improved their writing time to "about an hour" a week, 12.8% increased to "2-3 hours", and 5.9% reported that they wrote over 4 hours in a typical week.

Table 6

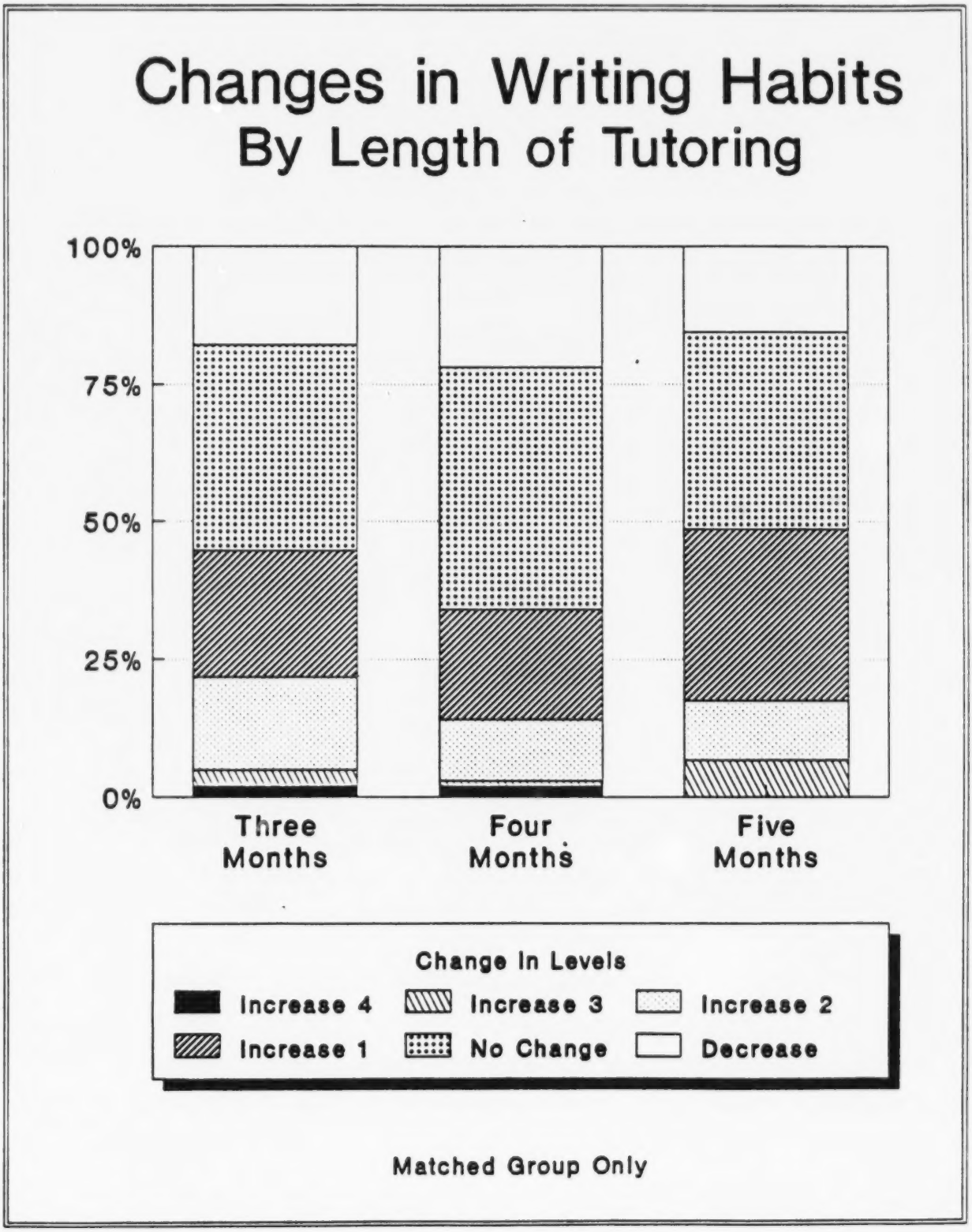
Characteristics of Change
in Overall Writing Habits of Learners
Outside the Tutoring Session
in a Typical Week

Upon Completion of First Semiannual Report

Categories	Not at All		A Few Minutes		About An Hour		2-3 Hours		4 or More Hours	
Starting Point	N	%	N	%	N	%	N	%	N	%
Not at All	32	39.5	21	25.9	20	24.6	6	7.4	2	2.4
A Few Minutes	2	1.9	45	44.5	35	34.6	13	12.8	6	5.9
About an Hour	1	1.3	11	14.8	37	50.0	20	27.0	5	6.7
2-3 Hours	0	0.0	2	5.4	8	21.6	16	43.2	11	29.7
4 or More	0	0.0	3	14.2	3	14.2	4	19.0	11	52.3

NOTE: Numbers above the diagonal lines represent increases in reading habits; numbers below indicate decreases in reading habits..

FIGURE 13


Changes in Writing Habits
By Length of Tutoring
100%
75%
50%
25%
0%
Three Months
Four Months
Five Months
Change In Levels
Increase 4
Increase 3
Increase 2
Increase 1
No Change
Decrease
Matched Group Only

Literacy Goals

As mentioned earlier (with Group I learners), CALPEP measures learner progress based on their reading and writing goals. Increasing one's ability to read and write text based on their goals is one of the main purposes of the CLC. Since the CLC programs are encouraged to use instructional materials and methods they deem appropriate for their learner population, the evaluation of reading and writing progress could not mandate a specific curriculum approach (e.g., phonics based, or whole word approach) or teaching method. Therefore, it is essential that the process of evaluating learners' reading and writing progress be generic enough to accommodate the varying instructional approaches used in the CLC, yet, be quantifiable across programs. Therefore, based on materials important to the adult learner, CALPEP tracks reading and writing progress as the learner moves along a continuum of levels beginning from letter recognition, to word recognition, to the ability to read/write a sentence in the learners area of interest, to read/write paragraphs, and finally to the learner's ability to use information gained from this goal in order to transfer it to another situation or future goal.

For Group II learners, comparisons of "goal" data from the Where We Started and the Tutor Semiannual Report forms, provide information on gains in both goal attainment and CLC reading and writing levels based on the learners' most important reading and writing goals. The following tables address learner progress from the following two perspectives:

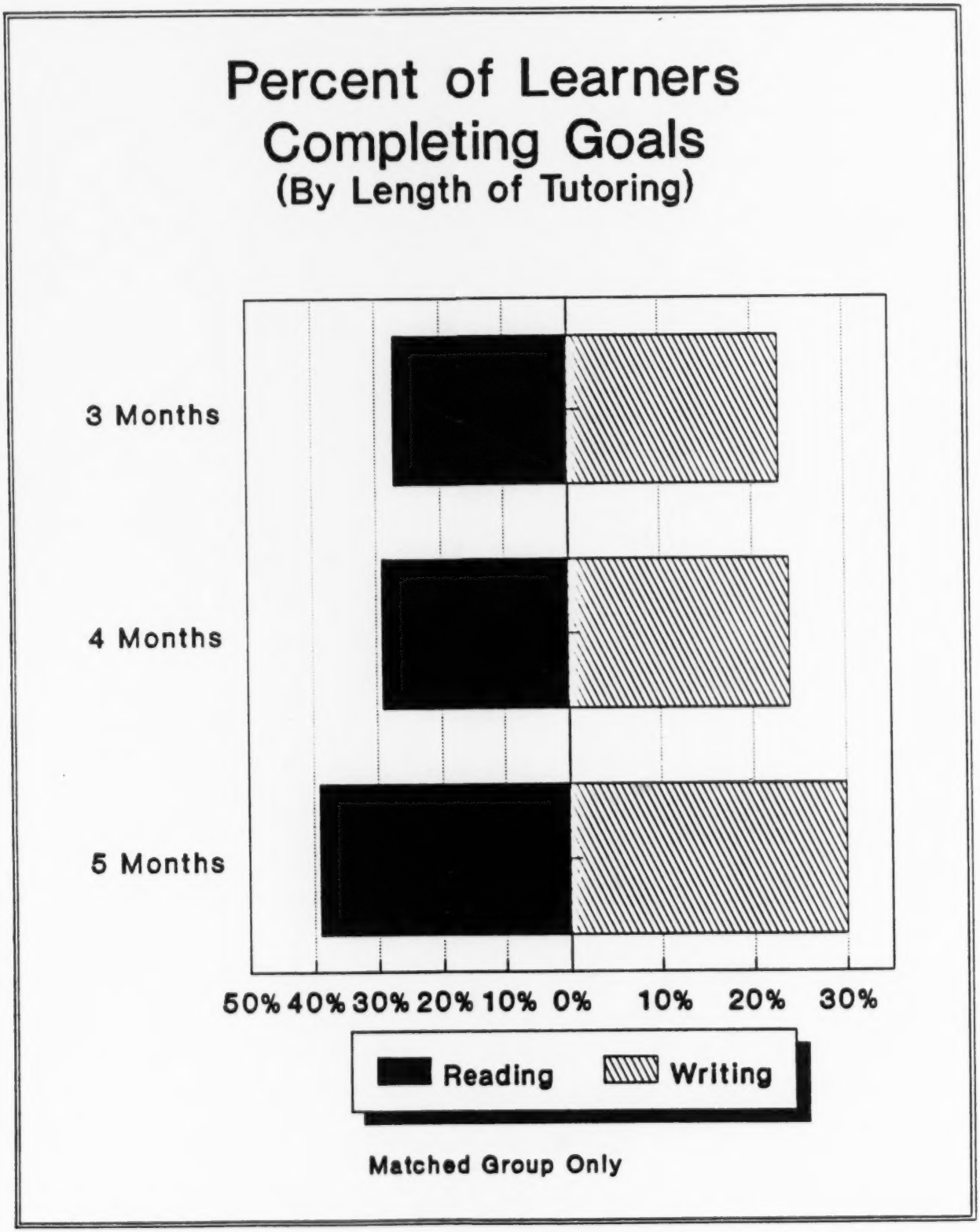
* based on the number of reading and writing goals completed
* by changes in CLC reading and writing levels in relation to learners' goals

Reading and Writing Goals: Number Completed. Figure 14 presents the percentage of learners completing one reading and one writing goal by length of stay in the program. The data below suggest that more learners achieve their reading goals the longer they stay in the program. For example, examining the data for the three month interval, notice that over 26% of the learners had achieved one reading goal. By the fifth month, almost 40% had achieved at least one reading goal. The pattern covering the three month to five month period had been upward -- indicating a gradual increase over time in the percentage of learners achieving one of their reading goals.

Progress towards attaining writing goals is evaluated in the same fashion as reading goals. The number of learner goals completed is analyzed followed by an examination of the change in CLC writing levels based on the learners' most important writing goal.

As with reading, learners achieve their writing goals the longer they stay in the CLC. For example, at three months, about 23% of the learners had achieved at least one writing goal. Examining the data for the 5 month period, the number of learners achieving one writing goal had increased to 30%.

FIGURE 14


Percent of Learners
Completing Goals
(By Length of Tutoring)
3 Months
4 Months
5 Months
50% 40% 30% 20% 10% 0% 10% 20% 30%
Reading
Writing
Matched Group Only

Reading and Writing Goals: Change in CLC Level. The next section examines changes in the CLC reading and writing levels based on the learners' most important goal. Tables 7 and 8 illustrate these data by learners' length of stay in the CLC.

Learners' CLC reading level is improving the longer they stay in the CLC. For example, although the percentage of learners increasing one CLC reading level decreases from four months to five months (43.8% to 36.9%), the percentages of learners improving two and three CLC reading levels increases twofold (10.9% to 28.2% and 2.7% to 4.3%). Also noticeable, is the decreasing trend in the numbers of learners moving in the reverse direction (e.g., decreasing CLC levels).

Table 7

Change in CLC Reading Level
in Relation to Learners' Most Important Goal
by Length of Stay

Length In Program	No Change		Number of Levels Increased: One		Two		Three		Four		Decrease	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Months	17	31.4	23	42.5	11	20.3	2	3.7	0	0.0	1	1.8
4 Months	26	35.6	32	43.8	8	10.9	2	2.7	0	0.0	5	6.8
5 Months	12	26.0	17	36.9	13	28.2	2	4.3	0	0.0	2	4.3

NOTE: Learners with follow-up data (from Semiannual Tutor Report) who were reported as being in the program for one or two months were excluded from these analyses. (See Table 4).

Table 8 shows the change in CLC writing level in relation to the learner's most important writing goal based on the learner's length of stay in the CLC. Except in one case, learners' CLC writing levels increase -- relative to their most important writing goal -- the longer they stay in the program.

Table 8

Change in CLC Writing Level
in Relation to Learners' Most Important Goal
by Length of Stay

Length of Stay in Program	No Change		Number of Levels Increased: One		Two		Three		Four		Decrease	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Months	16	34.0	17	36.1	9	19.1	2	4.2	1	2.1	2	4.2
4 Months	22	33.3	28	42.4	8	12.1	3	4.5	2	3.0	3	4.5
5 Months	17	35.4	17	35.4	12	25.0	0	0.0	0	0.0	2	4.1

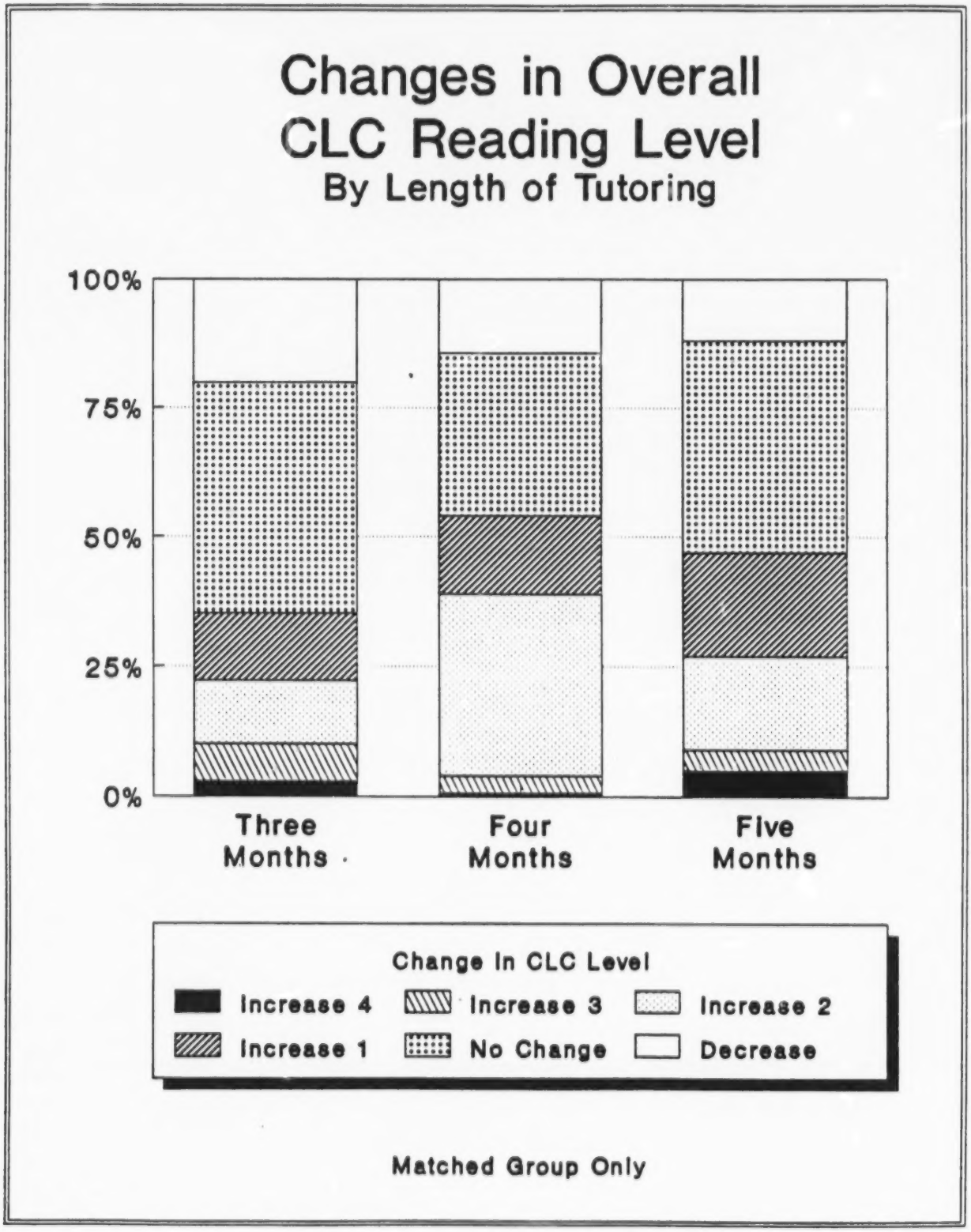
NOTE: Learners with follow-up data (from Semiannual Tutor Report) who were reported as being in the program for one or two months were excluded from these analyses. (See Table 4).

CLC Reading and Writing Levels

In addition to monitoring learner progress relative to goals, the CLC reading and writing levels are also used to measure learners' improvement with other literacy materials as well. These materials are usually program materials -- that may or may not be related to learners' goals. In some instances, the CLC level may be the same if judged on materials related to learners goals or if judged on materials from a general context. In either case, the following tables show change in CLC reading and writing levels in relation to materials used in a general context by learners in CLC programs.

Change in Overall CLC Reading Level: By Length of Stay. Figure 15 shows the change in CLC reading levels based on learners' length of stay in program. The number of learners showing no change or improving one, two, three or four CLC levels for the five-month period equals almost 90% of the Group II learners. Keep in mind, that due to the brief reporting period, one does not expect much growth relative to the CALPEP items. Given these time constraints, progress patterns are moving in an expected and encouraging direction.

FIGURE 15


Changes in Overall
CLC Reading Level
By Length of Tutoring
100%
75%
50%
25%
0%
Three Months
Four Months
Five Months
Change In CLC Level
Increase 4
Increase 3
Increase 2
Increase 1
No Change
Decrease
Matched Group Only

Change in Overall CLC Reading Level: Nature of Change. Table 9 represents the nature of change of learners' overall CLC reading level. Generally, much of the change in CLC reading levels takes place above the diagonal line, indicating that learners moved from the lower CLC reading levels to the higher CLC levels over the five month period. For example, 9.4% changed from the CLC "readiness" level to the "word" level, and 31.7% changed from the "readiness" level to the "sentence" level. Although one expects some learners to rescind or go in the opposite direction expected (e.g., from "words" to "sentences") one finding below is perplexing, namely the five cases that went from reading paragraphs to readiness (identifying letters). This finding clearly represents confusion in reporting learner growth on the CALPEP forms.

Table 9

Nature of Change
in Learners' Overall CLC Reading Level

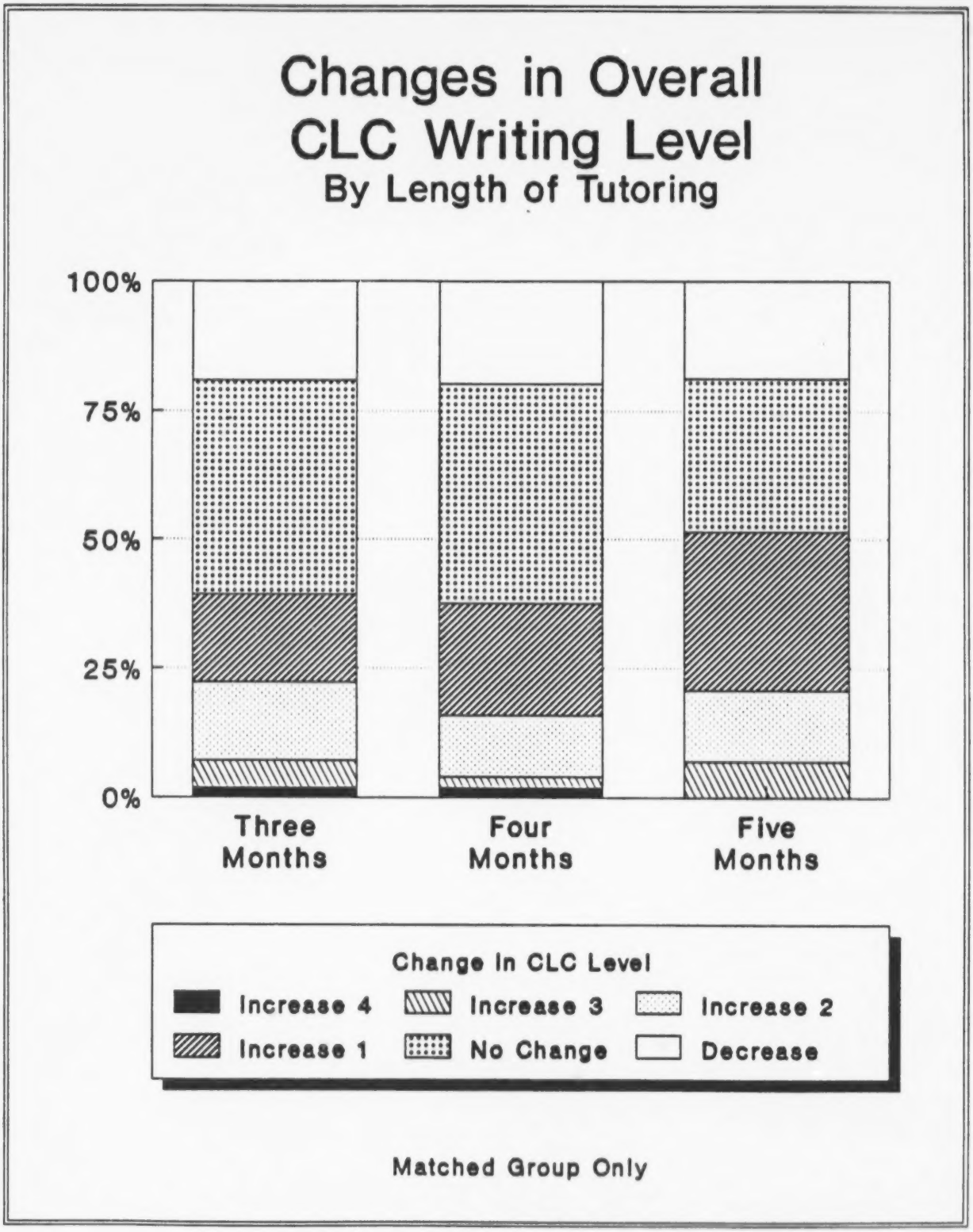
Upon Completion of First Semiannual Report

Starting Point	Readiness		Words		Sentences		Paragraphs		Application	
	N	%	N	%	N	%	N	%	N	%
Readiness	38	44.7	8	9.4	27	31.7	9	10.5	3	3.5
Words	7	19.4	8	22.2	18	50.0	3	8.3	0	0.0
Sentences	6	5.6	3	2.8	65	60.7	30	28.0	3	2.8
Paragraphs	5	13.1	0	0.0	2	5.2	27	71.0	4	10.5
Applications	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0

NOTE: Numbers above the diagonal lines represent increases in reading habits; numbers below indicate decreases in reading habits.

Change in Overall CLC Writing Level: By Length of Stay. Similar to reading, the examination of progress in overall CLC writing levels are based on materials that are generic in nature. Figure 16 shows the overall percentages of learners in each CLC writing level. Notice that the CLC growth (i.e., improvement) trend is in the expected direction. That is, the longer learners stay in the CLC, the higher their CLC writing level. For example, between four and five months, all percentages represent increases in the CLC writing levels -- with the exception of those learners improving four CLC levels. Given the short amount of time for this reporting period, one does not expect learners to improve four levels.

FIGURE 16


Changes in Overall
CLC Writing Level
By Length of Tutoring
100%
75%
50%
25%
0%
Three Months
Four Months
Five Months
Change In CLC Level
Increase 4
Increase 3
Increase 2
Increase 1
No Change
Decrease
Matched Group Only

Change in Overall CLC Writing Level: Nature of Change. In this section, the analyses focus on the characteristics of change in the overall CLC writing levels. For instance, the following tables examine how learners moved from one CLC level (e.g., CLC word level) to another CLC level (e.g., sentences). Table 10 demonstrates the characteristics of change in learners' CLC writing levels. Most learners improved their CLC writing levels. In actual numbers, the categories that changed the most were those who changed from the "readiness" level to the "sentence" level (N=31), and those who changed from the "words" level to the "sentence" level (N=31).

Table 10

Nature of Change
in Learners' Overall CLC Writing Level

	Upon Completion of First Semiannual Report									
Starting Point	Readiness		Words		Sentences		Paragraphs		Application	
	N	%	N	%	N	%	N	%	N	%
Readiness	44	44.9	21	21.4	31	31.6	2	2.0	0	0.0
Words	10	12.9	31	40.2	31	40.2	5	6.4	0	0.0
Sentences	2	3.0	8	12.1	39	59.0	15	22.7	2	3.0
Paragraphs	4	26.6	0	0.0	3	20.0	7	46.6	1	6.6
Applications	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0

NOTE: Numbers above the diagonal lines represent increases in reading habits; numbers below indicate decreases in reading habits.

Learner Perception of Literacy Growth

In this section, change in learners' perceptions of their reading and writing progress will be examined. During the initial developmental phase of CALPEP, Field Advisory Committee (FAC) members suggested that adults go through certain stages related to their perceptions of their own reading and writing progress. In many cases, adults typically use the quotes included in the tables to describe their feelings about their progress. The following tables reflect the reading and writing changes that adults feel they have gone through over the five month period.

Change in Learners' Perceptions of Own Reading Progress. The ensuing analyses will describe learners' perceptions of their reading progress based on the amount of change achieved on the CALPEP categories.

Table 11 describes the amount of change in learners' perceptions of their reading improvement over the first CALPEP reporting period. The data suggest that learners' are changing the way they view their reading capabilities the longer they stay in the program. The percentages of learners

moving along the continuum have increased steadily over time.

Table 11

Change in Learners' Reading Perceptions by Length of Stay in Program

Length of Stay in Program	Number of Categories Increased: No Change N	%	One N	%	Two N	%	Three N	%	Four N	%	Decrease N	%
3 Months	45	45.9	14	14.2	11	11.2	6	6.1	0	0.0	22	22.4
4 Months	53	42.0	19	15.0	15	11.9	9	7.1	0	0.0	30	23.8
5 Months	36	48.6	14	18.9	10	13.5	3	4.0	1	1.3	10	13.5

NOTE: Learners with follow-up data (from Semiannual Tutor Report) who were reported as being in the program for one or two months were excluded from these analyses. (See Table 4).

The next analyses describe the nature of the change in learners' perceptions of their reading progress. Table 12 verifies the previous discussion showing the increase in learners' perceptions of their reading capabilities. For example, of the learners who initially reported that they "couldn't read", 62.9% stated that they could "read, but only simple things" upon completion of the first CALPEP reporting cycle. Most of the change in reading perception came from the group of learners who initially stated that they "could read only simple things", and now could "read but couldn't understand" (N=20), or "could read but not under pressure" (N=31).

Table 12

Nature of Learners' Reading Perception Change

Upon Completion of First Semiannual Report

Starting Point	I Can't Read		I Can Read But Only Simple Things		I Can Read But I Can't Understand		I Can Read But Not Under Pressure		I Can Read and I Like to Read	
	N	%	N	%	N	%	N	%	N	%
I Can't Read	8	29.6	17	62.9	1	3.7	1	3.7	0	0.0
I Can Read But Only Simple Things	2	1.2	90	55.9	20	12.4	31	19.2	18	11.1
I Can Read But I Can't Understand	0	0.0	14	25.4	16	29.0	16	29.0	9	16.3
I Can Read But Not Under Pressure	0	0.0	6	12.2	6	12.2	32	65.3	5	10.2
I Can Read and I Like to Read	0	0.0	5	20.0	0	0.0	3	12.0	17	68.0

NOTE: Numbers above the diagonal lines represent increases in reading habits; numbers below indicate decreases in reading habits.

Changes in Learners' Perceptions of Own Writing Progress. The following section demonstrates the change in learners' perceptions of their writing progress. Table 13 shows that -- similar to reading -- learners are improving their writing perceptions the longer they stay in the CLC. For example, examining the four and five month interval, increases in perception categories are evident across the board. Also, as one might expect, the numbers lowering their writing perception is decreasing over time -- from 27.7% at four months to 17.5% at five months.

Table 13

Change in Learners' Writing Perceptions by Length of Stay in Program

Length of Stay in Program	Number of Categories Increased: No Change N	%	One N	%	Two N	%	Three N	%	Four N	%	Decreased N	%
3 Months	48	48.9	24	24.4	6	6.1	0	0.0	0	0.0	20	20.4
4 Months	54	42.8	29	23.0	8	6.3	0	0.0	0	0.0	35	27.7
5 Months	27	36.4	22	29.7	7	9.4	4	5.4	1	1.3	13	17.5

NOTE: Learners with follow-up data (from Semiannual Tutor Report) who were reported as being in the program for one or two months were excluded from these analyses. (See Table 4).

This next section describes the nature of the change in learners writing perceptions. Generally, as the previous table illustrated, learners' perceptions of their writing have improved. Table 14 shows the nature of that improvement. For example, of those learners who initially reported that they "could write, but just letters and words", 22 or 51% noted that they "could write, but only simple things." A total of twenty-one learners who initially reported that they "couldn't write" changed their feeling about their own writing capabilities stating that they could write letters of the alphabet, words, or simple things. Of these 21 learners, three mentioned that they "could write but not spell."

Table 14

Nature of Change in Learners' Perceptions of Their Writing Progress

	Upon Completion of First Semiannual Report									
	I Can't Write		I Can Write But Just Letters & Words		I Can Write But Only Simple Things		I Can Write But I Can't Spell		I Can Write and I Like to Write	
Starting Point	N	%	N	%	N	%	N	%	N	%
I Can't Write	9	30.0	10	33.3	8	26.6	3	10.0	0	0.0
I Can Write But Just Letters & Words	0	0.0	12	27.9	22	51.1	8	18.6	1	2.3
I Can Write But Only Simple Things	1	0.7	12	8.4	81	57.0	40	28.1	8	5.6
I Can Write But I Can't Spell	1	1.0	4	4.3	25	26.8	52	55.9	11	11.8
I can Write and I Like to Write	0	0.0	1	7.6	3	23.0	1	7.6	8	61.5

NOTE: Numbers above the diagonal lines represent increases in reading habits; numbers below indicate decreases in reading habits.

Impact of CLC on Learners' Job Status

The Semiannual Tutor Report contains an item that asks the learner to determine the effect being in the CLC has had on their job status. Specifically, as a result of the tutoring sessions and reading and writing activities, Did the learner complete a job application? Did the learners' job responsibilities change?

Of the learners answering this question, 72% reported that being in the CLC helped them in their jobs. Below is a list of the typical learner responses to this item.

* Can now read and understand work manuals and forms better
* Can read and understand what I am doing
* Can read blueprints and work orders
* Confidence level improved tremendously
* Weekly reports have improved -- can write them better
* Can read menu orders better
* Can read "want ads: and complete applications
* Can read manuals -- took Airforce Test and did better
* Can read time card, work bulletins, and company memos
* Can write work-orders better
* Can write job-related forms

In addition to these types of responses, many learners reported the increase in self-confidence, and the fact that they are no longer embarrassed to read or write in front of other people.

Reasons for Leaving Program

In some cases, learners left the CLC before or during the CALPEP reporting period. Programs were instructed to administer the Semiannual Tutor report to these learners before they left, and ask them their reasons for leaving. Table 15 presents the most common reasons that learners gave for leaving the CLC.

Table 15

Learners' Reasons for Leaving
the California Literacy Campaign

Reasons	Number	Percent
Met Goals	9	8.7
Child Care Problems	7	6.8
Entered Job Training	5	4.8
Health Problems	6	5.8
Moved	23	22.3
Lack of Interest	0	0.0
Job Change	17	16.5
Transportation Problems	1	.9
Unknown	5	4.8
Family Crisis	0	0.0
Referred to Other Program	30	29.1
Unhappy with Program	0	0.0
Other	0	0.0

Generally, learners left the CLC because they had been referred to another program, they moved, or they changed jobs. During this first CALPEP reporting, of those learners that CLC staff were able to contact before leaving, no learners left because they were dissatisfied with the program or lacked interest.

Summary of Findings for Matched Group

In general, learners who had been in the program long enough to be administered a Semiannual Tutor report showed gains on the CALPEP outcome measures. Learners in this group read more, and found reading less difficult. The results were similar for writing. Not surprising given the brief amount of time in the CLC, most of the learners showed no change in reading and writing habits, however, the trends were in the expected direction; learners improved their reading and writing habits and ease of coping with text the longer they stayed in the CLC.

Many learners reported achieving at least one reading and writing goal during the CALPEP reporting period, and their CLC reading and writing levels were increasing the longer they participated in the program.

Learners perceptions of their reading and writing progress also changed over time. Many learners who initially felt they could not read or write, changed their perception after participating in the CLC.

Overall, learners reported that the CLC had a positive effect on their job status. Keep in mind that not all learners were in the workforce (e.g., retired, disabled, etc.), therefore, this finding is encouraging. It is interesting to note that learners related the improvement of self-esteem and self-confidence to improvements in their job status. Finally, of those learners who left the program, all reported positive reasons such as referral to other program, changed job, or moved.

In sum, the results for Group II were indeed encouraging, given the nature of the field test year. All findings related to learner progress were in the expected directions, and over time, as tutors and learners become more familiar with CALPEP, the CLC's impact on learner progress will become even more apparent.

Discussion of Results

This report is based on data collected during the first CALPEP reporting cycle. CALPEP is a new learner progress assessment system developed for the California Literacy Campaign, and this is the field test year for the system. Program coordinators and tutors in the 77 programs are learning to use the procedures and the forms for the first time. Under these circumstances, implementation appears to be going quite well. However, there were some delays in getting started, and there were some errors in completing forms. As a result, the data reported here were not complete. The results should be interpreted as an indication of the current state of affairs, but not a perfect picture. Future reporting cycles should provide more thorough and extensive information about adult learners in the CLC.

The data that were collected help to answer a number of important questions. The results shed some light on the nature of the adult learners served by the CLC, the impact of the CLC on learner's reading and writing skills, and on the CALPEP implementation process.

Profile of CLC Adult Learners. The adults learners served by the CLC fit the profile commonly described by CLC administrators and staff. Adult learners in the program were not regular readers of everyday text, such as menus, letters, work materials or magazines. In fact, the only item that most participants read on a regular basis were street signs. A third or more of those enrolled reported that it was "very hard" for them to read most common reading materials, and an additional 50% found such materials to be hard to read. Two-thirds of the adults in the program devoted an hour or less to reading each week outside of the time they spent in the tutoring session. They came to the CLC to learn to read their mail, newspapers and magazines, work-related instructions and manuals, job applications, letters from family, children's school books, and other practical materials. The learners were classified into five overall reading levels, using a scale developed for the CLC. Approximately 40% were at the readiness level -- not able to read words consistently. Half could read words and sentences, but not longer passages, such as paragraphs.

Participants reported that they wrote even less frequently than they read, and they found most writing to be "very hard." For example, more than half the adults said they "never" wrote checks, notes, recipes, letters, or greeting cards, and fewer than 10% wrote anything other than checks on a regular basis. As one might expect, only 20% reported that it was easy for them to write anything other than checks. Three-quarters of the adults spent an hour or less writing each week outside the tutoring session. They came to the CLC to learn to fill out forms and applications, write checks, write greeting cards and letters to friends and family, complete job records and reports, and write down other practical information. When classified into five broad levels of writing performance, approximately half were not yet able to write words correctly, and approximately 30% more could not write clear sentences. These data confirm that the learners who are attracted to the CLC have serious reading and writing deficiencies and have very practical reasons for wanting to improve their level of literacy.

Impact of Tutoring. The vast majority of adult learners either maintained or improved their reading and writing habits during this reporting period. For example, the number of adults who read such things as menus, labels and instructions, newspapers, and books more often after participating in the CLC was approximately 50% greater than the number who reported that their reading frequency had decreased. Most participants indicated no change in their reading frequency. The same was true about the difficulty of reading common text materials. While most participants reported no change in difficulty, the number indicating that it was easier to read was greater than the number reporting it was harder. Similar changes were reported in adult learners' writing behaviors.

Furthermore, many participants increased the amount of time they devoted to reading and writing outside the tutoring session. Approximately one-third of the participants reported an increase in their reading time. More importantly, the percentage of the adult learners reporting an increase in reading time grew as the length of participation increased. While approximately 40% of those receiving tutoring for three months reported an increase in reading time, approximately 60% of those participating for five months reported increases. This suggests that greater benefits accrue to learners who participate in the program for longer periods of time. Similar, patterns were observed for learners' writing behaviors, though the trend was not as dramatic.

Most CLC programs stress the acquisition of literacy skills in the context of individual goals. That is to say, adults are encouraged to identify specific literacy goals, and instruction is focused on areas of reading and writing related to these goals. One way to monitor the success of the program is to measure learners's success in achieving their literacy goals. During this reporting period, approximately one-third of the adults completed one or more reading goals and approximately one-quarter completed a goal in the area writing. Furthermore, the percent of learners completing goals increased as the length of participation increased. Approximately one-quarter of the adults who were tutored for three months completed their reading goal, while approximately 40% of those who were tutored for five months completed a reading goal. Completion of writing goals was reported by 23% of three month participants compared to 29% of five month participants.

Summary. While these results are not conclusive, they suggest that the CLC is having a positive impact on many adult learners. This was the first cycle of implementation for the new CALPEP system, so the results should be interpreted with some caution. It was apparent that not all tutors were equally familiar with the forms and procedures. Nevertheless, there are clear indications that continued participation in the CLC leads to improvements in reading and writing. After the second cycle of data collection, these patterns should become clearer.

References

Lane, M. L., McGuire, J.F., Yeannakis, C. H., & Wurzbacher, M. F. (1984). California literacy campaign: Program effectiveness review. Sacramento: California State Library.

Solorzano, R. W., & Stecher, B. M. (1987). Study of adult learner progress evaluation practices in the California Literacy Campaign. Pasadena: Educational Testing Service.

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APPENDIX I

CALPEP: WHERE WE STARTED FORM

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

CALIFORNIA LITERACY CAMPAIGN

REQUIRED INFORMATION

WHERE WE STARTED

(Please discuss all the following questions with the adult learner by the end of the third tutoring session.)

Adult Learner's name: _____

Tutor's name: _____

(1) **Date:** ____ Mo. ____ Day ____ Yr.

(2) **Reading habits:**

	Here is a list of some things that people often read. How often do you read these things ***outside the tutoring session?***			Of those you do read, which are easy for you to read; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
T.V. guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(3) Writing habits:

	Here is a list of some things that people often write. How often do you write these things *outside the tutoring session?*			Of those you do write, which are easy for you to write; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(4) Outside the tutoring session, approximately how much time do you read during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(5) Outside the tutoring session, approximately how much time do you write during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(6) Reading Goals:

The adult learner wants to improve his/her reading so he/she can . . .

	Indicate CLC Start Level				
	R	W	S	P	A
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐

(7) **Writing Goals:**

The adult learner wants to improve his/her writing so he/she can . . .

	Indicate CLC Start Level				
	R	W	S	P	A
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐

(8) **Estimate of overall CLC reading level**

- ☐ R - ***Readiness*** - recognize letters and numbers
- ☐ W - Sight ***words*** and vocabulary of interest
- ☐ S - Simple ***sentences***
- ☐ P - Complex sentences and ***paragraphs***
- ☐ A - ***Application*** to new situation

(9) **Estimate of overall CLC writing level**

- ☐ R - ***Readiness*** - write letters and numbers
- ☐ W - Sight ***words*** and vocabulary of interest
- ☐ S - ***Sentences*** that form complete thoughts
- ☐ P - Sequenced sentences to form ***paragraphs***
- ☐ A - ***Application*** for different purposes

(10) **Which one of these phrases would describe you best?**

"I can't read."	"I can read, but only simple things."	"I can read, but I can't under-stand."	"I can read, but not under pressure."	"I can read, and I like to read."

(11) **Which one of these phrases would describe you best?**

"I can't write."	"I can write, but just letters & words."	"I can write, but, only simple things."	"I can write, but I can't spell."	"I can write, and I like to write."

APPENDIX II

CALPEP: SEMIANNUAL TUTOR REPORT

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

CALIFORNIA LITERACY CAMPAIGN

REQUIRED INFORMATION
SEMI-ANNUAL TUTOR REPORT

for the 6 months ending _____, _____.
(year)

(Tutor: Please discuss these progress areas with the adult learner for this six month reporting period or when the learner exits the program, and return this report to the office.)

Tutor's name: _____

Adult learner's name: _____

(1) **How many months has the adult learner been in the program?** (check one)

0 - 3	4 - 6	7 - 12	13 - 18	19 - 24	25 +
☐	☐	☐	☐	☐	☐

(2) **Reading habits:**

Here is a list of some things that people often read. How often do you read these things *outside the tutoring session?*

Of those you do read, which are easy for you to read; which are hard?

	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
T.V. guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work Materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(3) **Writing habits:**

	Here is a list of some things that people often write. How often do you write these things *outside the tutoring session?*			Of those you do write, which are easy for you to write; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(4) **Outside the tutoring session, approximately how much time do you read during a typical week?**

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(5) **Outside the tutoring session, approximately how much time do you write during a typical week?**

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(6) **List reading goals worked on this 6 months in order of importance to the learner:**	Total number of months worked on this goal.	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed? Yes	No
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐

(7) List writing goals worked on this 6 months in order of importance to the learner:	Total number of months worked on this goal.	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed? Yes	No
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐

(8) **Estimate of overall CLC reading level**

____ R - ***Readiness*** - recognize letters and numbers
____ W- Sight ***words*** and vocabulary of interest
____ S - Simple ***sentences***
____ P - Complex sentences and ***paragraphs***
____ A - ***Application*** to new situation

(9) **Estimate of overall CLC writing level**

____ R - ***Readiness*** - write letters and numbers
____ W- Sight ***words*** and vocabulary of interest
____ S - ***Sentences*** that form complete thoughts
____ P - Sequenced sentences to form ***paragraphs***
____ A - ***Application*** for different purposes

(10) **Which one of these phrases would describe you best?**

"I can't read."	"I can read, but only simple things."	"I can read, but I can't under-stand."	"I can read, but not under pressure."	"I can read, and I like to read."

(11) **Which one of these phrases would describe you best?**

"I can't write."	"I can write, but just letters & words."	"I can write, but, only simple things."	"I can write, but I can't spell."	"I can write, and I like to write."

(12) **Do you think being in this program helped you find a job or helped you in your work during the past six months?**

☐ Yes ☐ No Please explain your answer: _____

_____

_____

(13) **Why did you decide to leave the program?** (Complete only if learner left the program during this reporting period)

☐ Met goals
☐ Entered job training
☐ Moved
☐ Job change
☐ Unknown
☐ Child care problems
☐ Health problems
☐ Lack of interest
☐ Transportation problems
☐ Family crisis

☐ Referred to other program: _____

☐ Unhappy with program (please explain): _____

_____

_____

☐ Other: _____